

AN EXPLORATORY STUDY OF A FEMALE HALFWAY
HOUSE/WORK RELEASE CENTER

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by
Norman J. Pollard

May 1985

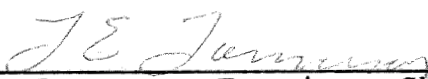
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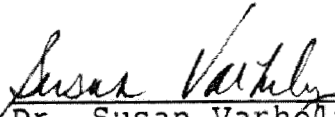
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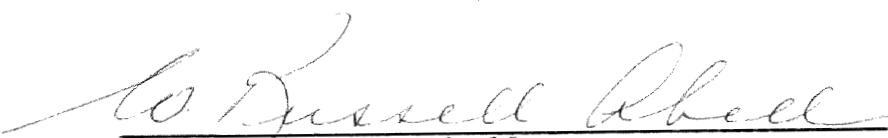
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An abstract of a Dissertation by
Norman J. Pollard
May 1985
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Advisor: Dr. Lawrence Fanning

The problem. The intent of this exploratory study was to understand and document the feelings, attitudes and perceptions of the residents at the Fort Des Moines Women's Residential Correctional Facility. The purpose of this study was to evaluate the gathered data and identify the variables which influence halfway house/work release effectiveness and success.

Procedure. The data were collected by using Naturalistic Research techniques of participant observation. Additional data were obtained by administering an adapted version of the Battelle questionnaire and the Correctional Institutions Environmental Scale (CIES), as well as using the residents' official records to form a demographic description of the residents. Nineteen adult female residents of the facility agreed to be participants. Eight staff members agreed to answer the CIES. The results were integrated throughout the paper to form a descriptive consensus of the facility.

Findings. The results indicated that most of the residents expressed valid and open feelings about the program; the residents and staff perceived the program as being System Maintenance in orientation; there was a congruency between the two groups and their scores.

Conclusions. The women residents of this program were consistent and congruent in their feelings, attitudes and perceptions of the treatment they were receiving. The research also indicated the facility was consistent with the literature's prescribed criteria and recommendations for a successful treatment program. There is no indication that there should be separate criteria for a women's facility in the measurement of effectiveness and success. The ideals of treatment cut across the boundaries of gender.

Recommendations. Similar research should be conducted at a facility with a larger population and over a longer period of time. Such studies would create a data base in which further research may derive. A comparison study should be conducted in the Fort Des Moines facility to determine the impact of the computer-assisted program (Fairbreak) on the perceptions of the residents.

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CHAPTER ONE

Introduction

It is the contention of this researcher that halfway house/work release centers are a unique and dynamic aspect of the criminal justice system. The added variable of being a women's halfway house/work release center allows for an even more interesting dimension. This exploratory study was concerned with understanding and documenting the perceptions of the women at the Fort Des Moines Residential Correctional Facility. Through this investigation a more complete understanding of their perceptions was gained.

In order to provide the reader with a better basis to analyze the results of this dissertation, a brief history and description of women's corrections has been included. An explanation of a number of themes common to incarcerated women is also provided.

Philosophy of Halfway House/Work Release Center

During the past few decades, our society has taken a more humane approach to the incarceration of offenders. Public groups and members in the criminal justice system devised alternative methods for the housing of inmates. Rather than simply punishing for an offense, the

justifications held that it may be beneficial to attempt treatment with the criminal. In fact, there were and are sincere attempts to habilitate and rehabilitate offenders so they may never re-enter the criminal justice system as an offender. One such program involves treating the offender in the community. The premise here is that in order to be helped the offender needs to learn to live productively in society. This is unlikely to happen if they are segregated from society. The halfway house is one such community treatment alternative to traditional incarceration. It is an attempt to help the inmate in the environment from which she came.

There have been many motivating reasons for the development of alternative institutionalization in community corrections. In 1913, for the first time in the United States, Wisconsin's Huber Law officially introduced work release for jailed inmates.¹ This concept spread until the late 1930's and the depression, when the shortage of jobs and lack of funds forced closure of many such facilities. Social movements of the 1960's and the budget attacks of the 1970's provided work release as an attractive option and singled the re-emergence of this approach.

This dissertation will focus on one segment of

¹Elmer H. Johnson, Work Release: Factors in Selection and Results (Carbondale: Southern Illinois University Press, 1969), p. 3.

community based corrections: women's work release programs. To understand the concept of women's work release programs, it may be beneficial to first describe the women's correctional institution and other dynamics affecting women offenders. Women's corrections, as did all corrections in our country, started in the late seventeen hundreds. They began as poor houses, eventually became holding facilities, and then grew into the penitentiary system that we have today. The penitentiary, or places that incarcerated women, were typically small sections of men's penitentiaries throughout the country.

According to Dr. Susan Hunter, former Superintendent of the Iowa Correctional Institution for Women, there are two basic themes that historians have used to characterize women's corrections and they continue to exist to some limited degree today. Those being themes of abuse and neglect.

Female Inmates as Abused Persons

Women who were housed in the male institutions were used to cook and clean the institutions, and for the sexual gratification of male offenders and officers. Those were the internally accepted roles that women were expected to follow in the institution.¹

¹Estelle B. Freedman, Their Sisters' Keepers (Ann Arbor: Univ. of Michigan Press, 1981), p. 16.

Reformers of the late 1800's and early 1900's wanted to establish separate facilities for the women, thinking it would diminish the abuse. There seemed to be noticeable opposition to this strategy by the legislature and the public. It was not until 1873, that the first distinctly separate women's prison was built in Indiana.¹ Forty-five years later the Women's Reformatory was completed in Iowa.

There are two other points from the past that relate to the present state of women's corrections. One is that their prisons are typically called "reformatories". The term reformatory has usually been applied to youthful offenders, the premises being that they were still young, and impressionable and they could be reformed. Consequently, juvenile facilities and female facilities were often called "reformatories."

The reason for this appears to be that the women were seen as youthlike, quasi-juvenile, and almost dependent, child-like.² This, in one sense, was beneficial in that officials thought female offenders could be reformed. At the same time such concepts were also stereotypical, in terms of the predominant gender role conceptualization of the "fallen women."

The other point that needs to be made concerning

¹Freedman, p. 51.

²Ibid., p. 54.

women's prisons has to do with the prevailing philosophy of the times. Women were considered to be so impressionable that in order to reform them one needed to remove them from evil influences. The predominant evil influence was believed to be the milieu of the cities. This perspective was known officially as the "progressive philosophy." Therefore, most women's prisons were built as far away from population centers as possible, the premise being that if people could be removed from negative influences, they could again become pliable and thus have the potential of being reformed. As long as offenders were in contact with the negative influences of the city, they could not be helped.¹

Female Inmates as Neglected Persons

The other theme common in the history of women's corrections is neglect.² Females had not been allowed to work in corrections before, so there were no internal professionals who could be elevated to management positions in the women's prisons. Therefore, officials turned to what they considered the field most closely related to their orientation, social work. Inevitably all the superintendents for the first women's prisons were social workers.

¹Freedman, pp. 56, 126.

²Ibid., pp. 15, 62.

The professionals who came to administer the prisons had a mission of reform in mind. Women offenders were not seen as very dangerous, so the public was not as concerned about their violence as they were with their male counterparts. The public (including governmental leaders) left these social workers alone to do those things deemed necessary in the prison. Many of the reforms and many of the innovations that are happening in prisons today started in female prisons.

Examples of the programs that started in women's facilities included the use of volunteers in women's prisons, medical clinics to deal with venereal disease, counseling for drug abuse, libraries, educational programs, music programs, and literature programs.¹ What is known today as work release actually had its inception in women's prisons. There was the gender stereotypic slant to implementing the concept in that women left and became maids or servants in people's homes. But none the less, the idea that people could leave prison, go into the community, work, and then come back to the prison began in women's institutions.² In some areas these programs and "homes" were established to provide "a stepping stone between the

¹Freedman, pp. 132-33.

²Susan Hunter, "Contemporary Issues Regarding Female Offenders", Iowa State University, Ames, Ia., 3 April 1984.

prison, and the wide world.¹

Many of the programs that are taken for granted today did, in fact, start in women's prisons. Those are the nice aspects of the neglect, but there were some other parts that were not so pleasant. In terms of the funding that was put into women's prisons for programs that were needed, the institutions were left pretty much to go about their own business. These two kinds of influencing factors, abuse and neglect, came to play an important theme in the history of women's corrections.

These themes can be seen when studying the Iowa prison system. The prison for females was located near Rockwell City, in the rural heart of the Northwest part of the state. It was approximately twenty-five miles from Fort Dodge and over a hundred miles from Des Moines. With the major population centers of Iowa being Des Moines, Davenport, Waterloo, and Cedar Rapids, the institution at Rockwell City was far out of the way.²

Also, the name of the institution was the Iowa Women's Reformatory, again using that word reformatory as a designation of the institutional purpose. By the time the prison was moved in 1982 (to Mitchellville, outside of Des Moines), Iowa and one other state were the only two to still

¹Freedman, p. 55.

²Ibid.

refer to their state women's institutions as reformatories.¹

Characteristics of Iowa Women Inmates

The population of the state women's prison is diverse and heterogeneous in composition. The average age of the inmate is about twenty-nine, with the range being seventeen to sixty-one. The average obtained educational level is tenth grade, the average reading level is eighth grade and the average math level is the fifth grade. Most of the women coming into the institution are mothers (70 percent) with an average of 2.5 children each.

Women who populate Iowa's prison are committed for a variety of offenses, examples being women serving life sentences to a number of women serving two-year sentences for prostitution. The category of offenses between these two extremes is large. The most common sentence is a ten-year term for False Use of a Financial Instrument (FUPI), which is basically writing bad checks.

Sixty percent of the women are in prison for property offenses. About 27 percent were convicted for some combination of drug or prostitution offense. Women in prison tend to be single parents with spotty work histories and lower than average educational levels.

For a long time, officials who had the means of funding

¹Freedman, p. 55.

vocational training programs did not think women offenders would be going out to work. The assumption was that women would go home and be taken care of and live with their husbands. Officials did not see the necessity of putting money into preparing them to enter the work force.

As a generalization, female offenders tend to be more manipulative than male offenders. This means that the male institutions tend to encourage aggressiveness and assertiveness. Female institutions tend to generate more dependency and a different type of manipulation than is found in the male institutions.¹ This may impart upon why women have been less prepared to compete in the job market and in education. This may be attributed to societal attitudes and institutional design where women are encouraged to be more dependent.²

In today's economy, offenders need some preparation for entering the job market. Women offenders have some unique characteristics in their attitude toward employment. Prisons and correctional facilities attempt to provide programs to teach some of the needed skills necessary in the preparation for release. Work release has been seen as a means of achieving that goal.

¹Personal interview with Ken Ellathorpe, 19 March 1984.

²Ibid.

Work Release in Iowa

Prior to work release in Iowa, people being paroled from the institution were required to have a community placement, a residence and some means of support. At that time, when a person was paroled, they met with the Parole Board. They were granted a parole and a folder of information was sent to a parole supervisor regarding the individual. The supervisor read that material and then assigned that case to an agent. The agent then called or went to the institution to find out what plans the person had for living in the community of their choice. This was called a pre-parole plan.

The agent was then responsible for verifying the information contained in the pre-parole plan. Prerequisites for an individual in that case, being subject to the conditions of parole, were that they have a verified residence and some legal means of support.

Over time it became apparent that it was becoming more difficult for many people in the institutions to develop a successful plan. The state enacted legislation to provide a mechanism whereby people who were incarcerated could experience a much more gradual release from the institution to the community. This program provided an opportunity for the person to establish support systems or plans themselves, before they went to full release status. Work release became a solution for this problem.

Consequently, when an inmate is leaving a state institution, she must go before a work release committee for an interview. This panel is made up of a member of the Department of Corrections administrative staff, a representative of the institution and a person from the Parole Board or Parole Board office. This body determines if someone is to go into a halfway house, i.e., halfway-out-house, rather than going directly on parole.¹

The rationale for placement in a work release facility is one of practicality. The resident, either male or female, generally has a low range of marketable skills. Due to the fact that female inmates have a felony record and less than adequate educational skills, obtaining jobs can be difficult. Consequently, a work release facility employs the process of "taking a step backward" and not only helping in the developing of jobs, but also in teaching the residents job seeking skills.

Another area of emphasis that work release has been successful in doing is helping to teach self-discipline and techniques for maintaining employment. The resident may not wish to work her entire life in a low level or menial position, such as a waitress, and the program is not designed to force such a closed choice upon her. The basic philosophy of the program is that if the resident can work

¹Personal interview with Ken Ellathorpe, 19 March 1984.

two or three months for a single employer, get up every morning, brush her teeth, comb her hair, put on presentable clothes, and make it into a job, perhaps she can develop the skills which will help her to progress to better jobs.

This simplistic measurement of success is useful in overcoming the offender's institutional experiences involving abuse and neglect. It allows her to succeed on the initial level of career training preparation. Many authorities contend that such an experience will raise her self-esteem and self-confidence, which in turn should reduce the number of return offenders.

The composition of the population at the female work release facility is heterogeneous. The residents' offenses vary from the more serious crimes of murder, manslaughter, and drug dealing to those of shoplifting and prostitution. There is a range of women in the facility who are primary offenders, who engaged in armed robbery or murder, as well as those secondary offenders who were only accomplices by driving the get-away car or holding the narcotics.

The work release facility provides the female offender with the opportunity to determine her fate. The program literally opens the door for them and says "here are some opportunities that you can work for and earn and here are the sanctions that will occur if you do not do it." It employs a reality based philosophy which gives the resident the chance to go into the community and do something.

If the resident should fail and violate the rules, the program holds them responsible. The staff is attempting to teach accountability, while offering a relatively supportive atmosphere. By offering a variety of services, individualized in treatment plans, it is hoped that the individual will achieve success.

Work release may be more restrictive and the supervision provided is in many ways closer than the traditional correctional institution. The clientele are required to account for their monies, their time, and for their movements more than they would in prison.

The offender probably experiences, in some spheres, less freedom than they would in prison. At the prison, such as with Mitchellville (Iowa's correctional facility for women), the offender knows that they are restricted from many types of behavior. When the offender goes to a halfway house/work release facility, such as Fort Des Moines, their expectations are modified because they are allowed to circulate in the community. The things they were accustomed to prior to their incarceration are more readily available to them (i.e., alcohol and drugs). It would be easier to engage in those vices than it would be in an institution.

The prison is not usually as available to those vices, whereas the work release center is very much more susceptible to them. Because these vices are more readily available, the work release program tends to perform

surveillance to watch for these things. For example, people who have been in the institution are usually not as experienced at giving urine samples, alcohol sensor samples, and repetitious searches. There is a perceptual difference between what the incoming resident is expecting and what is actually involved in the program. They know they have come from a more secure setting, and yet they feel more closely surveyed by the staff. This can cause some incongruencies for the new resident.

This may correspond to the main goal of safety in the work release facility, by providing a secure environment for staff, residents and the community. The second goal of the program is to provide employment opportunities for the residents. The third goal is education. Not only GED classes, but remedial education and education in the areas of personal adjustment. The fourth main goal is to help develop coping skills and help the residents learn to survive. Those are the priorities of the Fort Des Moines Residential Facility for Women.

Criteria for a Successful Work Release Facility

There has been little empirical data collected that can give an indication of what type of treatment is best for the

rehabilitation of residents.¹ Some of the research does indicate general criteria that may be beneficial for resident success. Pearce has indicated the following factors that might be included in a halfway house/work release program:

1. There must be a close working relationship between
 - a. residential staff,
 - b. penal establishment, and
 - c. after-care agency
2. All must understand the purpose and aims of the halfway house/work release facility and realize its respective strengths and weaknesses.
3. Each resident must know what is expected of him.
4. Each resident should stay long enough to ensure help from the program and various agencies must have some awareness of how long it must be.
5. Ideally, the halfway house/work release facility should be able to utilize local employment facilities so that the residents are engaged in regular and satisfying work.
6. Within the halfway house/work release facility there should be adequate casework facilities to ensure that the inmate grows to his potential.
7. The regime of the halfway house/work release facility must set limits but the boundaries must be clearly defined and the reasons for

¹Gary Rosberg, "Female Offenders: A Study of the Characteristics of Self-Esteem, Dependency, and Psychological Androgyny and How These Characteristics Differ in Three Correctional Settings," Diss. Drake Univ., 1984, p. 1.

them understood and accepted by the residents.

8. If possible, the community surrounding the halfway house/work release facility should be involved with the program.¹

Through the past few decades, research has not provided a clear understanding of the actual benefits from halfway house/work release centers. Generally, research has been inconclusive or lacking. Goldfarb and Singer found "little empirical data to discriminate among the types of offenders who will or will not benefit from halfway house treatment,"² nor is there any indication as to why halfway house/work release centers are "better" than traditional correctional facilities. There are strong and unsubstantiated arguments on behalf of halfway house/work release centers, such as, "Prisons do not deter crime; community alternatives are less costly than prisons; and community alternatives are more humane than prisons."³

In this research, the central question of "what is a halfway house/work release center" was defined. The major purpose of this study was to understand the perceptions of

¹W. H. Pearce, "Reintegration of the Offender into the Community--New Resources and Perspectives," Canadian Journal of Criminology, 12, No. 4 (1970), 476-77.

²R. Goldfarb and L. R. Singer, After Conviction (New York: Simon and Schuster, 1973).

³David F. Greenberg, "Problems in Community Corrections," Issues in Criminology, 10, No. 1 (Spring 1975), 3.

the participants and to form a descriptive consensus of what is a halfway house/work release center. The second purpose was to identify those perceptions and to explore if, in fact, they are congruent with reality.

This study has surveyed and observed the participants in order to gain an accurate perception of the process they encounter in the facility. By gaining an understanding from the resident's point of view, future research may begin on variables that enhance success in a women's halfway house/work release facility.

Research Design

This researcher contends that there is a need for future definition and understanding of halfway houses. Those included as participants should be part of the research process. Questions about the perceptions of those institutionalized in this setting, is not and can not be measured in the same manner as one would measure in an empirical study. Because it is such a unique institution and because so little research has been compiled in this area, the standard empirical measurement techniques may not be the best research method for this type of study. Before we can even ask the research questions that can be approached inductively, we need to explore the topic using deductive logic.

The type of research called for in this paper should concentrate on the attitudes and perceptions of the

residents and staff and investigate their perceptions, as well as to do extensive interviewing to see if, in fact, those perceptions are correct. Instruments, such as the Correctional Institutions Environment Scale and an adapted Battelle Questionnaire, were used in this research, but only to support the research process.

A research technique known as Naturalistic Research, as described by Lofland and Lofland, was considered by the researcher to be the best research design to use in this type of study.¹ It is qualitative, meaning that the researcher does not attempt to manipulate the research setting or rely primarily on survey instruments. The research setting is a naturally occurring event, program, relationship, or interaction that has no predetermined course established by and for the researcher. Rather, the point of using qualitative methods is to understand naturally occurring phenomena in the naturally occurring state.²

Naturalistic research has been used in correctional settings for many decades. While the number of studies are not as numerous as in standard empirical research, there have been some noteworthy examples. The correctional

¹John Lofland and Lyn H. Lofland, Analyzing Social Settings (Belmont, CA: Wadsworth, 1984).

²Ibid., p. 12.

researcher enters an extremely volatile social setting which runs rampant with rumor, suspicion, factionalism and open conflict. It is the role of the naturalistic researcher to observe and record this intense, dynamic, often unstable, and potentially explosive interaction.

Rose Giallombardo utilized naturalistic research in her study of a federal maximum security penitentiary for women.¹ She clearly defined her role as an observer and the process used to obtain interviews and data. Gresham Sykes, in his book, Society of Captives, presented a thorough account of life in captivity behind the walls of a maximum security prison for men.² He was able to accomplish this by using naturalistic research.

The 1974 study of James B. Jacobs, as a participant observer in prison, outlines the process of studying a large maximum security institution.³ His naturalistic research yielded quality information of the inner workings of street gangs behind prison walls, as well as useful information about the trustfulness of inmates.⁴

¹Rose Giallombardo, Society of Women: A Study of Women's Prison (New York: John Wiley, 1966).

²Gresham Sykes, Society of Captives (New York: Random House, 1966).

³James Jacobs, "Participant Observation in Prison," Urban Life and Culture, 3, No. 2 (1974), 221.

⁴Ibid., p. 223.

Most correctional studies, using naturalistic research, have focused on the standard security prison. There has been little involvement with correctional halfway house/work release centers; naturalistic, or otherwise, with even fewer studies concerned with female correctional halfway house/work release centers. The recent dissertation by Gary Rosberg is one example of the few studies concerned with female work release residents.¹

Under real field conditions, where the researcher wants to know more about life and work in an institutional setting, naturalistic inquiry replaces the static snapshots of traditional research. The researcher makes no attempt to manipulate, control, or eliminate situation variables or program developments, but accepts the dynamics of institutional reality.²

The researcher used this type of study in order to provide a basis for solid and meaningful research of alternative institutionalization and halfway house/work release centers. The basic goal of this study was to find out what was there and how it worked. Once this is achieved, those variables can be used later for empirical research. This type of research may be conceived of as theory building rather than theory testing.

¹Rosberg, p. 1.

²Lofland and Lofland, p. 24.

Methodology

This exploratory study attempted to investigate those perceptions which define halfway house/work release process. By obtaining perceptions, views, and opinions from residents, the researcher was able to identify those trends which influence program success.

Halfway house/work release understanding was analyzed by using Naturalistic Research techniques, which included a questionnaire, logging data, field notes, and intensive personal interviews. It is contended that this process yielded accurate qualitative data on the variables which influence halfway house/work release effectiveness.

The halfway house/work release sub-groups sampled were the residents and staff of the women's facility. This study attempted to study residents that had been at the facility at least thirty days. The thirty days allowed the resident to become acclimated to the facility. The entire data gathering process covered a span of four months.

The other processes of logging data, intensive interviewing, and taking field notes were done to gain insight and an accurate understanding of the daily routine of the program. Field notes provided an overview of the daily participant process. The logging of data assisted in gaining a better understanding of the resident and of the program.

Population and Sample

The population of this study was the residents and staff of the Fort Des Moines Female Residential Correctional Facility. The participants of the resident subgroup were adjudicated female offenders referred as a condition of their sentence and had been in the facility at least thirty days. The remaining participants consisted of staff who worked at the facility and had contact with the female residents. All resident participants signed releases prior to the beginning of the research.

Delimitations of the Study

The respondents identified for this study were limited to the residents and staff at the Fort Des Moines Women's Residential Correctional Facility who volunteered to participate. All the resident respondents had been in the facility for at least thirty days.

Assumptions

The use of non-random available sample and Naturalistic Research techniques prohibits any assumptions as to the generalizability of the data from the study to any different population.

Treatment of the Data

Naturalistic Research methods were used to obtain qualitative data instead of quantitative data. Participant observation, intensive interviewing and survey

questionnaires were the primary techniques used to obtain data. Therefore, inferences about a larger or different population should not be made from the results.

Definition of Terms

These terms were used to avoid confusion for the reader:

1. Resident--A person by official action or their own acceptance of placement who resides in a public or private facility established for the purposes of confinement, supervision, or care.¹

2. Halfway house/work release facility--A long term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job.²

3. Participant observation--The process in which an investigator establishes and sustains a many sided and relatively long term relationship with a human associate in its natural setting for the purpose of developing a scientific understanding of that association.³

¹Dictionary of Criminal Justice Data Terminology
(Washington, D.C.: U.S. Department of Justice, 1981), p. 183.

²Ibid., p. 121.

³Lofland and Lofland, p. 12.

4. Intensive Interviewing--A guided conversation whose goal is to elicit from the interviewee rich, entailed materials that can be used in qualitative analysis.¹

¹Lofland and Lofland, p. 12.

CHAPTER TWO

Review of the Related Literature

The related literature, professional and research, regarding halfway house/work release centers is presented in this chapter. The review is to explain the rationale for halfway house/work release centers, the development of halfway house/work release centers as a treatment and the type of treatment methods used in halfway house/work release centers. Also, the study is to review the stated predictors of success in halfway house/work release centers and the effectiveness of halfway house/work release centers.

Rationale for Community Corrections

When society places a person in a correctional facility to rehabilitate or prevent the offender from committing further crimes, there is no guarantee this will be accomplished. In fact, there seems to be a strong indication that a person released from prison will be reincarcerated. This suggests why prisons are overcrowded. Many authors agree there is no evidence that the traditional prison is a deterrent to people who commit a crime, nor is the threat of a severe punishment a

deterrent.¹

It is not contended by advocates of less restrictive environments that every jailed inmate should be free and all the institutions be closed. Indeed, they propound that confinement is necessary for "those offenders who, if not confined, would be a serious danger to the community." Those others, who are not a danger, as are the vast majority of inmates, should be placed in an institution that best fits their needs.² Most community correctional facilities would fill this need.

When an institution has security as its primary function, no matter how "small, clean, or centrally located, it is ineffective at reforming the offender."³ The preoccupied theme of security creates a demoralizing and dehumanizing environment. The precautions of routine and standardization are the hallmark of a typical prison. It provides no social growth and can have an adverse effect upon the rehabilitation of the offender.⁴ Ultimately, almost all offenders will be released from prison and return

¹Calvert R. Dodge, ed., Nation Without Prisons-- Alternatives to Incarceration (Lexington, MA: Lexington Books, 1975), p. xvii; P. G. Boesen and S. E. Grupp, eds., Community-Based Corrections: Theory, Practice and Research (Santa Cruz, CA: Davis, 1976).

²Boesen and Grupp, p. 21.

³Dodge, p. xvii.

⁴Greenberg, p. 4.

to the community. How can associations with criminals in the "artificial world" of a prison enhance criminals' attitudes, self-concept, and skills? Also, prison has a stigmatization associated with penal confinement. Prison is not structured to teach social conformity.¹

Prison life is determined for the inmates through their entire length of the sentence. Wardrobe, housing, nutrition, activities, schedule, socialization, and virtually every other dimension of life is planned. All of these decisions are made with minimal regard for personal wishes. The regimented routine may produce or aggravate an undue dependence upon others.²

When the inmate is eventually released from prison, many of the problems prior to incarceration may persist, as well as many new ones evolve. From the first moment outside the prison gate, the prospect of needing some place to go is a primary concern as is the need for adequate financial resources and clothing for seeking employment.³ This readjustment may be especially difficult for those re-entering family and marital obligations.

The combination of prison being a dehumanizing experience and that the process does not resolve the

¹Greenberg, p. 4.

²Pearce, p. 468.

³Ibid., p. 467.

difficulty of why the offender initially got into trouble, is a strong indication that this type of traditional institutionalization is not effective. Consequently, it may be important to understand what increased opportunities halfway house/work release centers provide for the criminal justice system.

There seem to be motivating factors for the use and development of halfway houses/work release centers. Besides giving the sentencing judge another option in disposition, halfway houses/work release centers usually allow the residents the opportunity to contribute to society. At times, the resident is expected to contribute to her trial costs, fines, restitution, room and board, aid to her dependents,¹ as well as pay taxes and remain a purchaser within the community.

Another benefit to the criminal justice system is that halfway house/work release centers cost less to operate than a formal institution. There is a decreased need for full-time security supervision and reduced operational costs of the facility. The decreased need for direct and continuous influence by the institution usually "allows for greater ease and flexibility in administering the work release

¹Duane E. Brookhart, J. B. Ruark, and Douglas E. Scoven, "A Strategy for the Prediction of Work Release Success," Criminal Justice and Behavior, 3, No. 4 (1976), 322.

program."¹

Having offenders serve their sentences in halfway houses/work release centers allows them the opportunity to adjust and "cope with the problems of community living in small manageable segments while receiving the guidance and support of a concerned treatment staff."² The halfway house/work release center serves as a "bridge" between prison and normal society.³

In halfway houses/work release centers, the offender has the responsibility to determine the role they wish to assume upon re-entry into society. There is the opportunity to make change. Halfway house/work release settings facilitate this change by monitoring the residents' attitudes and ideas about treatment, about themselves, and about their world. This influences the entire treatment process.⁴

The halfway house/work release milieu provides a "climate" where the "offender's attitudes" are allowed to

¹Barry S. Brown and John D. Spevacek, "Work Release in Community Institutional Settings," Corrective Psychiatry and Journal of Social Therapy, 17, No. 3, (1971), 35-42.

²Ibid., p. 35.

³Treusz Grygier, Barbara Nease, and Carol Anderson, "An Exploratory Study of Halfway Houses," Crime and Delinquency, 16, No. 3 (1970), 282.

⁴Brown and Spevacek, p. 35.

change and to adopt some of "society's values."¹ Also, if incarceration is intended to provide the rehabilitation impetus, then the idea of a rehabilitative program should work better in the community than in a prison,² the assumption being that treatment is better between crisis and response. Treatment professionals feel this is when people are most susceptible to change. The halfway house/work release center usually accepts residents at this crucial "moment of crisis."³

Development of Community Treatment Programs

The introduction of state laws in Wisconsin and Massachusetts, for the formation and implementation of halfway houses, provides the early initiative for further development of halfway houses/work release centers. The evolving use of halfway houses/work release centers spread until the onset of the Depression and World War II. By the 1950's, national interest was once again able to focus on the issues of halfway houses/work release centers. These facilities provided a "transitional agency in the community that would sustain rather than undermine law-abiding

¹Grygier, Nease and Anderson, p. 283.

²Greenberg, p. 4.

³Grygier, Nease and Anderson, p. 283.

behavior."¹ This was the philosophical and theoretical foundation for what is now called "the national halfway house movement of the 1950's."²

Judges and correctional agencies have, over fifty years, been looking for a definitive answer concerning how to best treat offenders. In the 1950's and early 1960's halfway houses/work release centers were accepted as "cure-alls" and prescribed for many offenders.³ While it was found that no single policy or service is expected to rehabilitate all offenders, halfway houses/work release centers have provided some real hope in an otherwise bleak and disparaging alternative.

Martinson contended that this present treatment process is based on a theory of criminal behavior as a "disease," i.e., that the offender can be "cured" and taught to be "normal." He further states that the theory may be flawed, criminals might, in fact, be responding normally to facts

¹Eric W. Carlson and Richard Seiter, "Residential Inmate Aftercare: The State of the Art," Offender Rehabilitation, 1, No. 4 (1977), 382.

²Carlson and Seiter, p. 383.

³Daniel Glasser, "Achieving Better Questions: A Half Century's Progress in Correctional Research," Federal Probation, 39, No. 3 (1975), 3.

and conditions as they perceive them to be.¹

Many reformers endorsed the rehabilitative process of halfway houses/work release centers as a reaction to the "debilitating effects of prison life on the initiative, self-respect, and value system of the prisoner."² Other penologists have suggested that even if "rehabilitation" were accomplished in prison, it would be difficult to transfer those skills to the community. The community is most likely to continue to be as disoriented to the offender's commitment and is at best indifferent, and at worst resistant to their return.³

The effect of institutionalization is distinctly harmful to the rehabilitation of the offender. So harmful, that the inmate's personality and sense of worth are eventually destroyed. Thus, as a result of this desocialization process, the offender assumes the role of a "non-person."⁴

Greenberg implies that the substitution of halfway

¹Robert Martinson, "What Works? - Questions and Answers About Prison Reform," The Public Interest, No. 35, Spring 1974, p. 49.

²Johnson, p. 13.

³Carlson and Seiter, p. 382.

⁴Robert G. Culbertson, "Research Notes--The Effect of Institutionalization of the Delinquent Inmate's Self Concept," The Journal of Criminal Law and Criminology, 66, No. 1 (1975), 88.

houses/work release centers for a prison is not "deinstitutionalization" but rather, the replacement of one institution by another. Further, any involuntary placement would still have an adverse effect on the individual,¹ which is why many inmates have the option of refusing halfway house/work release placement in lieu of prison. The inmate usually signs a contract that states their acceptance of treatment and recognizes halfway houses/work release centers as a better means of achieving their goals.

Types of Community Treatment Methods

There is an overwhelming consensus among professionals within the field of corrections that there is no one definition of treatment. To some, treatment is an active intervention that occurs over a period of time, usually denoting the use of an outside stimulus to bring about an internal change. Group therapy, assertion training, education, vocational education and other programs would be considered treatment. To others, especially administrators, treatment is simply "whatever will bring about the expected change."⁴ While the aforementioned definition may sound simple it may be the most accurate, if not the most commonly used.

¹Greenberg, p. 8.

⁴Battelle Research Center, "Assessment of Alternative to Incarceration," Human Affairs Research Centers, p. 132.

Halfway houses/work release centers were founded on three major theoretical premises:

- (a) the treatment of offenders in the community is more humane than traditional methods;
- (b) gradual reintegration in the realistic setting of the community is more effective in reducing recidivism than the prison/rehabilitation ideology; and
- (c) offender reintegration in the community can be accomplished at a cost less than that of incarceration.¹

These theoretical premises in practical application have come to be known as "community corrections," defined as being a variety of correctional disposition administered outside the prison, such as traditional probation and parole, pre-trial release, group homes, and halfway houses/work release centers.² The wide range of treatment programs is a reaction to the belief that there is no one set way to treat an offender, and therefore the treatment should fit the needs of the offender.

Change can be considered the one central goal of this type of treatment. The halfway house/work release center facilitates a climate whereby change can occur. It encourages the offender to evaluate as fully as possible her current level of functioning which may stimulate a greater examination of herself and her environment. It is in this

¹Carlson and Seiter, p. 383.

²Greenberg, p. 1.

sense that placement in a community setting can be regarded as more effective than that in traditional institutions. The community setting serves as a "therapeutic tool" which prioritizes the offender's re-evaluation of life.¹

Trojanowicz listed some guiding principles for juvenile delinquent halfway house care. These have been adapted for the adult halfway house/work release center population:

1. The most important aspect of the program is to have competent staff dedicated to the philosophy that the residents are persons worth helping.
2. The entire staff should be actively involved in the treatment process.
3. There should be a sound administrative structure with clear lines of communication.
4. There should be a minimum of rules and regulations but a firm and consistent enforcement of the rules.
5. There should be a refined selection process for accepting residents to the program. It is important to be alert to each resident's individual needs as well as the group interaction and the problems that can result from either overplacement or underplacement.
6. There should be adequate programing with good working relationships with various agencies such as the police and business community.²

While there are ideal principles to guide a program, some authors maintained that halfway houses/work release centers

¹Brown and Spevacek, p. 39.

²G. R. Perlstein and T. R. Phelps, eds., Alternatives to Prison-Community Based Corrections: A Reader (New York: Goodyear Publishing, 1975).

are a montage of "half-hearted and unsympathetic attempts" to support the offenders in their rehabilitative efforts.¹ Other authors further state that there is no systematic measurement of goal orientation or effectiveness, i.e., that the "espoused goals of the programs have not been clearly spelled out or discussed accurately."²

The halfway house/work release center provides a gradual re-entry into the community for the offender. By moving the offender through a process of gradual reduction of restriction and supervision, the offender may have an easier reintergration. Going through the institution, through the halfway house, and to the community is thought to have a positive effect on the offender's adjustment.³

Predictors of Success in Community Treatment

The added interaction of community involvement in the offender's sentence is thought to have beneficial effects. Not only should the community be involved in the reintegrative process but the "cure" for criminality must come from within the community. The halfway house/work release center should serve as the center for the

¹Johnson, p. 108.

²Dennis C. Sullivan, Larry J. Seigel, and Todd Clear, "The Halfway House, Ten Years Later: Reappraisal of Correctional Innovation," Canadian Journal of Criminology and Corrections, 16, No. 2 (1974), 194.

³Carlson and Seiter, p. 383.

utilization of community members and resources in assisting with problems of the offender, and working with the established community agencies. Eventually, this process would open many prospects once unattainable to the offenders.¹

While it may be difficult to be sure that what "works for some kind of offender will also work for others,"² it is reasonable to assume that there are a wide variety of needs to be met. Most halfway houses/work release centers have placed a greater emphasis on some type of counseling or therapy. It is not known if such emphasis on psychologically orientated programs is more pertinent than the acquisition of vocational or educational skills.³

Martinson contended that we might be providing the accurate and proper programs for the offenders. The problem is that the quality of delivery may be poor, that the education programs are lacking the academic rigor of other institutions, the therapy provided may not be administered skillfully enough, the intensive supervision, and counseling may not be adequately staffed to achieve the goals they were intended to meet.⁴

¹Carlson and Seiter, p. 383.

²Martinson, p. 24.

³Carlson and Seiter, p. 383.

⁴Martinson, p. 49.

Pearce states that the philosophy of rehabilitation may be inaccurate. The notion of the social worker knowing what is best for the offender by "doing something" or "giving something" may be an irrational assumption. In fact, the offender does not share the same standards as the social worker. Offenders may resent or completely depend on the charitable efforts or the subordinate position. These paternalistic efforts may not help the offender to develop and mature, and it is unlikely they will become "rehabilitated" unless they are encouraged to take an active part in the "resolution of the problem."¹

The realization that there is no one form of treatment best for all offenders is fairly accepted by most professionals in the field. In order to best match program with participant, most halfway houses/work release centers use an evaluation tool. Two types of errors occur when "subjective criteria" is used in the selection process: "some potentially successful applicants will be denied program participation (and) will fail." However, this can be minimized by allowing a certain degree of risk when placing an offender in the program.² A second type of error is accepting applicants who may not be best suited for the program.

¹Pearce, pp. 468-69.

²Brookhart, Ruark, and Scoven, p. 322.

An important factor in the selection of participants is their past behavior patterns. Some feel the most important client characteristic is their history of alcohol abuse. A participant who "abuse(s) alcohol is less likely to adjust, remain conflict free, and be released in good standing according to the program structure."¹ Other interesting characteristics to remember in the participant selection process are that clients who are older, have few arrests, have higher I.Q.'s, and better institutional adjustment seem to have an easier transition into a program.

A "marked superior instrument" was developed when the District of Columbia Department of Correction analyzed variables of those participating in their work release program. Further analysis indicated that the success of the work release participant could efficiently be predicted by incorporating seventeen variables into a predictive scheme. However, it should be noted the instrument was never utilized due to "apparent administrative uncertainty and changing philosophies."²

Classification procedures enhance both accuracy and efficiency in determining who should enter these programs,

¹Ken Moczydlowski, "Predictors of Success in a Correctional Halfway House for Youthful and Adult Offenders," Corrective and Social Psychiatry and Journal of Behavior Technology, 26 (1980), 63.

²Brookhart, Ruark and Scoven, p. 333.

research is in progress to try and determine how to best match participant and program. A high degree of congruency, more than 95 percent of the examined cases, have been found using both the predictive strategy and subjective evaluation in a predictive validity study.¹ If classification methods keep improving and funds are ample to have a variety of treatment programs, there may be a revolutionary change in our rehabilitative attempts.

The offender entering a halfway house/work release center may have a variety of needs that should be attended to while in the program. Other offenders may have equally deserving needs. Difficulty arises when the halfway house/work release center attempts to try to assist all the participants with their needs. The failure to distinguish, on a systematic basis, types of problems of offenders has been a major shortcoming of halfway house/work release centers. The attempt to meet everyone's general needs may in fact lead them to be remiss in meeting the particular needs of almost everyone.²

Effectiveness of Community Treatment

This rationale promotes the realization that placement can have a "significant impact" on the participant, whether

¹Brookhart, Ruark, and Scoven, pp. 331-32.

²Sullivan, Seigel and Clear, p. 132.

it be the type of treatment provided or the climate of the institution. There are variables in determining the opportunity for change to occur.¹ Culbertson researched the idea that changes in self concept fluctuate according to the time and type of institutionalization. The tested hypothesis states: "Self-concept will decrease with increasing time incarcerated and the decrease will be linear in direction".²

Pearce found three requirements that ought to be met in order for a program to be effective. Those are:

1. The ex-prisoner must be strongly motivated to change,
2. after care must be interpreted as the final phase in a process of social rehabilitation begun inside the prison, and
3. those leaving prison who are well motivated must be accepted back into the community as human beings, not as criminals, and they must be made to feel that someone cares about their rehabilitation.³

Ideally, these would be met in a halfway house/work release environment.

The literature cites several different ways to measure success. Some would determine success by examining the percentage of residents who have been able to "adjust and

¹Brown and Spevacek, pp. 40-41.

²Culbertson, p. 89.

³Pearce, p. 479.

benefit" from the program,¹ and others state that an individual who successfully completes a halfway house program has "adjusted positively" to the community.² While these definitions are not contended, it should be asked how one measures adjustment and benefits from a program. There is enough confusion in measuring success by recidivism.

At times outside factors can have a great influence on the halfway house/work release program. These external factors are not controlled by the program, but can determine the effectiveness. The outside variables might be the economic climate, availability of employment, media and community attitudes regarding offenders, as well as a host of other factors.³

Other external considerations may be within the political framework of the funding source. If the program is publicly funded, the election of new overseers or reduction in budgets can have a major impact. All of these are considerations when understanding the effectiveness of a halfway house/work release program.

Grygier, in his interviews with halfway house/work release participants, learned that an obstacle in program effectiveness was the tendency of clients and professional

¹Grygier, Nease, and Anderson, p. 287.

²Moczydlowski, p. 59.

³Battelle Research Center, p. 39.

staff to see the "needs of participants in different terms".¹ This discrepancy of perception should be a concern of the program. The halfway house/work release duty is to create an environment in which the client can feel safe enough to go out into the community and evaluate how she wishes to interact in it. In this situation the halfway house/work release center staff assumes the role of facilitator in the client's evaluation of her community. This should assist in her "pro-social adjustment" to the community.²

Certainly other factors help determine the effectiveness of a program. As listed in the previous sections of this chapter, the philosophical, theoretical, as well as practical orientation of the program and individual staff members will have an effect. The participant has the largest determining role in their future. The more effective a halfway house/work release center is in its treatment, then the more likely the participant "will have a successful adjustment to society from prison."³

Some authors ask if halfway houses/work release centers are worth all the notoriety they have received. Sullivan wonders if halfway houses/work release centers are, in fact,

¹Grygier, Nease, and Anderson, p. 285.

²Brown and Spevacek, p. 42.

³Moczydlowski, p. 64.

a unique alternative to the correctional system which can effectively reduce recidivistic behavior, or simply a superfluous extension of the correctional system replicating the adverse effects of traditional institutions.¹

It is felt by some researchers that the discrepancy between what was promised and what has been delivered, fringes on the "embarrassing" and may have brought about the aforementioned attitude. The reduction of recidivism will not be the accomplishment of halfway houses, so much as the reduction of "human misery" from the traditional prisons.²

Not only are the recidivistic values of halfway houses/work release centers being questioned, but so is the cost of such programs. Wilks describes the criminal justice system as being in a "state of chaos." He contends that after spending approximately \$14 billion dollars annually, in spite of the developing programs, like halfway houses/work release centers, the crime rate continues to be alarming.³ The idealistic future of halfway houses/work release centers was to be the better "mouse trap" that would provide safe streets.

There seems to be growing evidence that most halfway house/work release programs "are no more effective in the

¹Sullivan, Seigel, and Clear, p. 198.

²Ibid.

³Judith Wilks and Robert Martinson, "Is the Treatment of Criminal Offender Really Necessary?" Federal Probation, 40, No. 1 (1976), 3.

community than those conducted in the prisons."¹ Treatment programs administered outside penal institutions, by themselves, do not have an "appreciable effect on the offender behavior." The research did not state that the rehabilitative programs failed, only that the location did not seem to alter their findings. Martinson did report, "with few and isolated exceptions, the rehabilitative efforts that have been reported (1945-67) have no appreciable effects on recidivism."²

When statements such as those noted above are made known to the public, it is increasingly difficult to convince them of the merits of rehabilitation, especially when correctional officials wish to place halfway house/work release programs in residential communities.³ It is difficult for the public to accept living in a community where a treatment center is located and at the same time realizing the only accepted benefit may be the alleviation of human misery.

This review of literature has attempted to investigate current and pertinent resource materials in describing the rationale for halfway house/work release centers as a treatment modality, and the type of treatment methods used

¹Greenberg, p. 4.

²Martinson, pp. 25, 47-48.

³Carlson and Seiter, pp. 282-83.

in halfway house/work release centers. Additionally, this review was intended to inform the reader of the predictors of success in halfway house/work release centers and the effectiveness of halfway house/work release centers. Chapter Three will explain the methodology and research design of this study.

CHAPTER THREE

Methodology

Design of the Study

This exploratory study was initiated in order to understand the perceptions of the participants in a halfway house/work release center and to form a descriptive consensus of what is a halfway house/work release center. A second purpose was to identify those perceptions and to explore if, in fact, they are being put into effect. By obtaining perceptions, views, and opinions from residents and staff, it was hoped to identify those variables which influenced program success.

Methodology of the Research

The included description of Naturalistic Research is to provide a better understanding for the reader. In this project Naturalistic Research has followed the research procedures as described by Lofland and Lofland.¹ These procedures included: (1) participant observation, in which the interaction of the residents in their natural

¹Lofland and Lofland, pp. 1-18.

environment was noted; (2) surveys, which included questionnaires and intensive interviews; and (3) observation of informal and formal proceedings and use of official records.¹ This process acknowledged the complexity of human beings and their environment and is procedure to understand the entire process--a Gestalt of operations, people, and their interactions.²

Robert G. Owens, in his article "Methodological Perspective," describes the naturalistic process as one that:

expresses one view as to the nature of reality. It is the view that the real world that we encounter "out there" is such a dynamic system that all of the "parts" are so interrelated that one part inevitably influences the other parts. To understand the reality of the world requires acceptance of the notion that the parts cannot be separated without distorting the system that one seeks to understand. The parts must be examined as best possible in the context of the whole. It is, essentially, a phenomenological view--as differentiated from a logical-positivistic view--of reality of the world.³

This Gestalt, or holistic, orientation maintains that organizations tend to develop unique characteristics. Organizations, such as work release/halfway houses, are not

¹Lofland and Lofland, pp. 46-68.

²Flavian Udinsky, Steven J. Osterland, and Samuel W. Lynch Evaluation Resources Handbook (San Diego: EDITS Publishers, 1981).

³Robert G. Owens, "Methodological Perspective," Educational Administration Quarterly, 18, No. 2 (Spring 1982), 1-21.

a disarray of traits, interactions, or variables of any sort. Rather, they have a certain quality of "unity" that manifests itself in nearly every aspect of the program.

The researcher believes that in order to give an accurate account of the program, the "holistic" quality should be included. By using long-term participant observation techniques, the uniqueness of human interactions can be captured.

A survey, used by itself, would miss significant aspects about program dynamics and focus on an entirely different part of the inmate experiences. Also, a survey is constructed from a pre-conceived hypothesis about a program. It is not open to interaction or ideas not included in its questioning. Only by using participant observation techniques can the full range of human interactions be recognized. The "human thinker", trained in these techniques, is perceptive enough to draw the valid inferences from the complex data gathered through observations.

Some distinguishing characteristics are essential in the understanding of Naturalistic Research. Robert G. Owens, as well as this researcher, uses the term "naturalistic" in referring inquires that:

1. Primarily imply direct contact between investigators and actors in the situation as a means of collecting data,
2. use emergent strategies to design the study rather than a prior specification,

3. develop data categories from examination of the data themselves after collection, and
4. do not attempt to generalize the findings to a universe beyond that bounded by the study. Again, it is realized that many other characteristics may properly be associated with naturalistic inquiry, but to this writer these are the salient--and therefore, model--characteristics of naturalistic inquiry.¹

Other authors have used naturalistic as meaning the focus of the research is to the "'natural' setting".² The researcher's dedication to observing these interactions within the program sets it apart from most empirical research which is laboratory oriented.

The environment and participants are studied and observed in depth and over an extended period of time. It is an attempt to understand the operations by becoming part of those individuals' or groups' daily lives. The research data is collected in an ongoing process by direct contact with normal every day situations and by noting behaviors as they occur "naturally." The researcher becomes interested in the "subject" as a human being. The daily lives of the staff and residents are important in the understanding of the program.

The continuous presence of the researcher/observer

¹Owens, p. 7.

²William J. Tikunoff and Beatrice A. Ward, "Conducting Naturalistic Research on Teaching," Education and Urban Society, 12, No. 3 (May 1980), 265.

allows this program to be seen "in situ." As the residents and staff become more accustomed to the researcher's presence, there is more trust and openness. The honesty and insightfulness observed allows for greater understanding not normally gathered. After a duration of time and realization that the researcher's presence is not going to affect their status, the program returns to its natural routine.

There are several advantages to using this approach.

Guba cites some of these as being:

1. In the real world, events and phenomena cannot be teased out from the context in which they are inextricably embedded, and understanding involves the interrelationships among all of the many parts of the whole.
2. It is illusory to suppose that interaction between inquirer and subjects may be eliminated. Indeed, this dynamic relationship can make it practicable to the inquirer, himself or herself, to become the data-gathering and processing "Transducer."
3. Generalizations are suspect, at best, and knowledge inevitably relates to a particular context.
4. Qualitative methods--which emphasize both inner and outer knowledge of man in his world--are preferable. As Filstead put it, "Qualitative methodology allows the researcher to get close to the data, thereby developing the analytical, conceptual, and categorical components of explanation from the data itself."
5. Theory emerges from the data themselves in the sense that Glaser and Strauss describe "grounded theory."
6. The naturalistic inquirer, believing in unfolding multiple realities (through interactions with respondents that will change both them and the inquirer over time)

and in grounded theory, will assist on a design that unfolds over time and which is never complete until the inquiry is arbitrarily terminated as time, resources, and other logistical considerations may dictate.¹

Prior to researching the program, permission was requested and received from the facility director. A meeting was conducted to discuss and to confer with the staff to achieve a proper understanding as to the purpose and role of the researcher. An understanding was obtained as to the confidentiality of the obtained information and data. The researcher was neutral with no authority or responsibility to the program other than what is ethically expected. It was stressed that the researcher was there to seek information and not to be critical or judgmental of the staff or program.

Once the preliminary steps were accomplished, the routine of data collection began. The agenda was to observe residents and staff for approximately a week prior to interviewing them or giving them questionnaires. This would allow both the program and researcher to get accustomed to each other. Once a suitable period of time had passed, the formal data gathering process began.

The researcher attempted to visit the facility on a variety of days and hours. This allowed for contact with

¹Owens, p. 6.

most residents and provided for a variety of views of program operation. When the researcher was not interviewing residents and staff, the task of reviewing resident's files, attending hearings outside of the facility, and attending staffings were being done.

After each day of observation, detailed notes of the occurring events and impressions were placed on an audio tape and later transcribed. This procedure allowed for the gradual development of themes. The emergent themes were checked against the respondent's remarks on the questionnaire. As themes became clearer, they were "tested, refined, reinterpreted, expanded, or discarded, if necessary, as new data was observed and collected."¹

The development of themes allowed for in-depth analysis of the collected data, as well as having the opportunity to further investigate the themes over the research process. This is one of the many stated advantages to long term observation of a program.

The following description of the data gathering methods is to provide a clear understanding of the process. The process allowed for the reaping of significant content information. It is hoped that with a thorough understanding of the procedure, the reader might have appreciable belief in the results.

¹Udinsky, Osterland, and Lynch, p. 141.

Data Gathering Procedures

Instruments

One of the questionnaires used in this study was an adapted version of the client questionnaire contained in Appendix A of the "Assessment of Alternatives to Incarceration." The questionnaire was developed by Battelle and supported by the Law Enforcement Assistance Administration (Appendix A). It was used with the permission of Battelle, Human Research Centers.

The Battelle questionnaire was validated for purposes of this study by conducting a recent review of the related literature. The instrument appeared to be useful in exploring the attitudes and perceptions of the respondents. Area professionals were shown the questionnaire and asked their feelings on the accuracy and usefulness of the instrument. With consensus of the literature, the researcher's own criteria, and the support of peers, the Battelle questionnaire was used to collect data in this research.

The adapted questionnaire was used to gather the resident's perceptions and feelings about themselves and the program in which they were participating. Residents who had completed at least thirty days in the program were asked if they would like to help the researcher in a study of halfway houses/work release centers. Those who consented to

participate were asked to complete a release (Appendix B). The researcher reviewed the release with the resident to ensure that a complete understanding of their role was obtained.

Those who signed a release were given a packet containing a cover letter, a Battelle questionnaire, and the Correctional Institutions Environment Scale (CIES). The cover letter (Appendix C) explained the purpose of the study. It explained that the researcher was attempting to understand how their program assists people. There was also a statement pertaining to the anonymity of their responses. No names were to be placed on the questionnaire and their answers were completely confidential. A final paragraph contained directions and instructions for marking their answers.

The Battelle questionnaire was divided into five sections. The first section was eight questions concerned with how the resident got where they are. The second section was sixty questions that asked the residents to indicate their feelings about the treatment staff and program. The third section was thirty-three questions that dealt with the resident's needs and the benefits and drawbacks of being in the program. The fourth section asked the resident to provide some demographic information about themselves. The final section was for the resident's comments and reactions to the program or questionnaire.

The second set of questionnaires used was the CIES, Form R, which is one of nine Social Climate Scales developed in the Social Ecology Laboratory at Stanford University. The CIES is divided into three dimensions: relationship, treatment program, and system maintenance dimensions. These dimensions are composed of nine subscales descriptors: involvement, support, Expressiveness, autonomy, practical orientation, personal problem prientation, order and organization, clarity, and staff control.

The survey is designed so that the staff and residents can take the same test. The ninety-question true-false test has comparative subscale means and standard deviation for an adult female sample. This survey allowed the researcher to test both the residents and the staff with the same tool and compare the results with a normative sample.

The residents were asked to complete both questionnaires. The researcher remained in the vicinity to answer any questions and to keep the resident on the task. When the resident completed the questionnaire, she was given an opportunity to ask questions and give comments. The researcher noted the attitude and remarks and included these in the daily log entry.

Staff members were approached individually and asked if they would complete the CIES. Complete anonymity was observed for the staff, as well as for the resident. Only staff that had direct contact with the female offenders were

asked to complete the questionnaire. A majority of the staff agreed to participate in the project.

Permission to use the CIES was granted when the tests were ordered from the Consulting Psychologists Press, Inc. Due to a delay in ordering, seven of the respondents were unable to complete the CIES before leaving the program. One respondent did complete the questionnaire, but chose not to participate in answering the CIES.

Interviews

Open, intensive interviews were carried out with many of the residents. It was a procedure to build (1) a trusting rapport with the residents, (2) a method of showing care and concern with their individual situations, (3) a method of collecting casual or off-handed remarks that may have been missed in the questionnaires or by observation, and (4) to check the validity and dependability of their interview with their questionnaire.

The intensive interview, unstructured interview, provides an opportunity for the respondents to give their entire opinion, without having to be limited to the constructs of a written questionnaire. The respondents are encouraged to explain their feelings, in their own language, of how the program effects their life.

The staff's perceptions were also gathered in the intensive interviews. It gave them the opportunity to vent how they perceive their job and their relationship to the

treatment process. An additional bonus in interviewing the staff was that it increased the acceptability of the researcher's presence.

Area professionals and program administrators were asked to participate in structured interviews. They were asked questions pertaining to the purpose and goals of halfway house/work release programs. Each of the interviewees were asked the same questions (Appendix D) and their answers were audio-recorded. After each meeting, the tapes were transcribed and analyzed to see how they pertained to the inner-dynamics and developing themes of the program.

Documents

Information was gathered on those residents that signed permission releases. The documented information included behavior observations noted by various staff members, incident reports, and official personal record. The official personal records consisted of pre-sentence investigation, arrest record, treatment plan, and various other pertinent information about the life of the resident.

The document furnished more insight into the background and history of the resident. It allowed for a better understanding of the entire process that the resident would go through. The documented information would be compared with the observations and questionnaire responses, to formulate a holistic view of the respondent.

Another useful purpose of the documents was to allow the researcher access to many other observational reports on the resident. The behavior observations were noted statements, by the staff, about the resident's affect and behavior. The behavior observations allowed the researcher to "see" the resident through someone else's "eyes."

Meetings

The researcher attended many formal meetings that were to determine the status and disposition of the resident. Some residents would have to go to court on charges that occurred prior to their placement in the facility. Other meetings were with the state parole office or county judge to determine if they were to remain in the facility in response to a program violation. There were disciplinary meetings within the facility that the researcher was allowed to attend.

Another type of meeting that the researcher attended regularly was the weekly treatment staffings. The staffings consisted of reviewing the record and background of a new resident to determine what would be the best treatment strategy for the resident. The entire treatment staff, administrators, teachers, employment counselors, clergy, and other interested staff members were permitted to attend.

The transpired treatment plan was included in the new resident's record. The counsel assigned to each case would go over the plan with the individual. It was useful to the

researcher to observe the resident after obtaining this prior information. It was helpful in interpreting the resident's perceptions and opinions.

All the formal meetings provided the researcher with a better understanding of how the resident was placed in the facility. It also assisted in obtaining a complete or Gestalt view of the resident. With the background information noted and with attendance at the formal meetings, the resident was able to see that the researcher was interested in her case. This interest created a closer bond and a higher level of trust between the resident and the researcher.

Observation

The observation procedure in the data gathering process is the cornerstone of Naturalistic Research. The previous techniques assisted in the development of themes about the program. This stage allowed the researcher to observe if, in fact, the stated feelings and perceptions are put into effect. It is the way of analyzing what is a halfway house/work release center, and identifies those participant perceptions to explore if they are being put into effect. The process led to an identification of those variables which influenced program success.

The researcher observed the program over a five-month period. This allowed for an extended understanding of the interactions and complexities of the program. The

researcher attempted to observe residents in as many of their various settings as possible.

The researcher attempted to gain an epistemological experience. The central tenants of the theory are:

1. that face-to-face interaction is the fullest condition of participating in the mind of another human being, and
2. that (a person) must participate in the mind of another human being in order to gain knowledge.¹

The direct involvement allows for a more accurate perception and assessment of developing themes.

The extended observations promoted a higher degree of trust and comfortableness between the staff and residents and the researcher. The ease of being an accepted fixture of the program allowed for the development of rich data. The off-hand and casual remarks, which were not included in the survey, allowed for a deeper and purer concept of what the program was all about.

The daily observations were audio-taped at the end of each observation day. The researcher attempted to state a chronological description of the day's events. After this was complete, impressions and feelings were also taped. Finally, a description of the actual process of doing the research was described. This also included ideas as to the emerging themes and topics for further study.

¹Lofland and Lofland, p. 12.

Validation

Any research, regardless of the method used, should be concerned with validity. Naturalistic research, and this study, attempted to formulate three forms of validity. Those forms were phenomenological validity, ecological validity, and contextual validity. External validity was also attempted to be maintained.

Phenomenological validity was an important aspect to this research. In order for the survey to be successful, the research had to be involved within the studied setting. While maintaining the announced role of the observer, residents were actively sought to document their perceptions of the program by the form of an interview and questionnaire. The responses were noted to find if there was a difference in perceptions as their duration in the program increased.

The staff and residents were made well aware of the research and all of their questions were answered openly and honestly. Staff were asked not to place the researcher in an authoritarian position. Neutrality was retained so that the rapport of trust might be developed between the researcher and the subjects.

Ecological validity was a necessary component to maintain in this research. In order to discover how a halfway house/work release center facility operates, it was necessary to keep the setting as natural as possible. The

integrity of the setting must be maintained in respect to place, time, roles, and activities.¹ By studying the program as it would have normally occurred without the presence of the researcher, ecological validity was accomplished.

Contextual validity

encompasses the requirements of phenomenological validity and ecological validity and requires that the tasks which subjects are asked to perform occur frequently in their program so that they are part of the natural business of treatment for that group of people in that setting.²

The only interferences that the researcher produced in the participants' lives was in responding to the questionnaires.

It was a concern that the participation in a survey was not an out of the ordinary task for the residents. This was rectified by asking all of the residents that had completed thirty days in the program to respond to the questionnaire. The survey became a "natural" part of a resident's program experience.³

The three tests of internal validity required of naturalistic research were met. The natural setting and natural behavior were maintained and described. The integrity of the natural setting was preserved, and the

¹Tikunoff and Ward, p. 280.

²Ibid., p. 281.

³Ibid.

treatment did not impose "unnatural" behavior, setting, role, or activity requirements.¹

External validity is a requirement of generalizability, so that the findings of the research can be applied to other settings. While this may be possible, it was not the intent of this research. Certain aspects of the research is generalizable, such as the results of the CIES. These findings can be broadly interpreted. In fact, the results of the surveys were forwarded to the author and publisher of the instrument.

Population and Sample

The population for this study were the residents and staff of the Fort Des Moines Female Residential Correctional Facility. The participants of the resident subgroup were adjudicated female offenders referred to the facility as a condition of their sentence and who have been there at least thirty days. The remaining participants consisted of staff who work at the facility and have contact with the female residents. All resident participants signed release forms prior to the onset of this research.

Of the offenders eligible to have been included during this research term, nineteen of them were participants. Those that did not participate either declined or were

¹Tikunoff and Ward, p. 281.

participants. Those that did not participate either declined or were unavailable for participation. Of the staff members, eight participated in either the interviews or the surveying.

Analysis of Data

The Battelle and CIES questionnaires were the only aspects of the research process to be statistically treated. The results were statistically processed on a Franklin 1000 micro computer, using a Key Stat program at Memorial Hall, Drake University in Des Moines, Iowa. Only descriptive data was formulated.

CHAPTER FOUR

Presentation of the Data

Introduction

This chapter of the dissertation will present the findings of the research procedures. The procedures used included: (1) participation observation, in which there was interaction with the residents and observation of the facility; (2) surveys: the Battelle Questionnaire and the Correctional Institutions Environment Scale; and (3) collection and evaluation of demographic data on the residents.

Surveys

Battelle Questionnaire

The questionnaire used in this study was an adapted version of the Battelle Client Questionnaire. The questionnaire was developed by Battelle, Human Research Centers, and supported by the Law Enforcement Assistance Administration. It was used with Battelle's permission and cooperation.

The purpose of the questionnaire was to gather descriptive information on how the residents were placed in

the facility, as a means of understanding the resident's feelings about the staff and program, a way of documenting the resident's expressed needs, a collection process of resident's personal data and an opportunity for the resident to communicate about their participation in the program.

Each of the respondents were asked a variety of questions regarding their knowledge and feelings about being placed in the program. Most of the residents had heard nothing about the possibility of being involved in the program. A third of the residents were placed in the work release facility directly from the state prison.

This process, according to the majority of the female offenders, was the most reasonable means of being assigned to the program. In addition to being a reasonable method, the women felt the decision for placement was just and fair, although they thought they had little influence in the decision. Some, however, did feel it would have been better for them to have been placed on parole or probation.

Contrary to their initial feelings about being placed in the facility, after participating in the program many of the residents felt there were actually more drawbacks than benefits. Very few residents expressed the opposite views that of the benefits outweighing the drawbacks. This contradicts the fact that most of the women who participated in the program then rated it as "acceptable."

One of the areas of notice was the length of time in

which the residents were forced to participate in the program. The women felt that they were in the facility too long as well as having to give up too much of their freedom. They felt that the program forced them to alter their lifestyle and did not allow enough responsibilities for handling their own affairs.

The residents believed that the program also neglected some of their needs. They indicated that their needs regarding employment, friendship and understanding were not being met due to the facility being designed around the concept of discipline and work programs. The perspective of the respondents was that general and basic employment was a high priority of the program and there was little concern about upgrading their skills, so satisfying careers might be obtained.

The women offenders disclosed that they basically were pleased with the manner in which their cases were handled. They described that they did not feel they were treated in an undignified manner and in fact felt better about themselves as a result of going through this process. While in the program, they were able to think constructively about their problems, they were able to work on a solution to those problems and learned how to avoid similar problems in the future.

While the women were receiving help in solving their problems, they were able to maintain some stability in their

lives. They felt their social reputation did not suffer, nor did they lose any money by being in the program. Their ability to maintain family ties and obtain employment seemed to be stabilizing for them.

Respondents evaluated the program mechanics favorably. They were positive about the degree to which their personal needs were met. The women indicated that the items and services promised were delivered by the program. They were also pleased about the other services and activities away from the facility. Besides being aesthetically appealing, the women indicated that the program was easily accessible to many other locations.

Many of the questions in the surveys concerned the resident's perception of the staff. The women were asked to evaluate the staff and to comment on their effectiveness. While overall the residents felt positive about the communication between themselves and the staff, they stated that those problems that the staff wanted to deal with were not those perceived by the residents to be the real problem.

The residents thought that the time they had to wait to see staff and the amount of time the staff member gave to discuss issues was adequate. The residents were not pleased with the amount of time it took staff to work on their respective problems after seeing them. It would seem as if the staff was available to the residents, but resolution of their problems was not expedited.

The staff was described as showing interest and concern for the residents as individuals. Even though these traits were being expressed, most respondents felt that the staff did not know enough about their kind of life to help them very much. This may account for their feeling that the staff did not help them sort out their real problems. Another possible variable is that the residents felt that they could not trust the staff with some kinds of information about themselves. It was not possible to talk freely with the staff about everything.

The residents did not like all the staff members, nor did they get along with all of them. Of the staff members with whom they were comfortable, the residents indicated that those members were able to perform their job well. Most of the staff were described as not being enthusiastic for their work, rather the staff seemed to be painted as strict and rule bound. While the residents acknowledged that the staff was somewhat helpful, knowledgeable and relaxed, they were also described as unconcerned, unsympathetic, non-trusting and aggressive. The staff appeared to have a difficult position in trying to maintain an optimistic attitude of a human service deliverer and that of an enforcer of a mandated code of behavior. This interchange of role may be difficult for both the resident and the staff member.

In the survey, each of the residents was asked to

describe their needs and to evaluate themselves. They were asked to rate how true a statement was in regard to their situation. Most of the residents had a favorable outlook about themselves and their ability to improve. They had no doubt that they will change enough to stay out of trouble. Their image of themselves is not that of a hard criminal that will never change, but rather that of being as normal as most people. Although they realize they have done wrong, they are still "regular" women.

The women's perception of their needs appear to be realistic. They do not state having grand or outlandish desires. They indicated that they needed friends, self-respect and someone to talk to about their problems. Some of the material items rated as being needed were better clothes, a place or better place to live, support for their family, money and a better job.

Correctional Institutions Environment Scale

The Correctional Institutions Environment Scale (CIES) was used to evaluate the social environment of the program. The advantage of using this standardized instrument is that it can measure the responses of both the staff and residents. The instrument has been designed to measure item intercorrelations, item to subscale correlations and subscale intercorrelations for adult female correctional programs.

The CIES is comprised of three dimensions. Each of

these dimensions consist of three subscales. The first dimension, Relationship,

assess the extent to which residents tend to become involved in the unit, the extent to which residents are supported by the staff and the degree to which residents support each other, and the extent of spontaneity and free, open expression within all these relationships.¹

The three subscales of Involvement, Support and Expression make up the Relationship dimension.

The Treatment Program dimension has Autonomy, Practical Orientation and Personal Problem Orientation as its subscales. This dimension measures the orientation of the treatment program. It also takes into account the "extent to which residents are encouraged to take initiative in planning activities and to take leadership on the unit."²

The System Maintenance dimension is comprised of Order and Organization, Clarity and Staff Control subscales. These subscales assess how well organized and functioning is the unit. The subscales and dimensions are described as follows:

¹Randolf H. Moos, Evaluating Correctional and Community Settings (New York: John Wiley and Sons, 1975), p. 42.

²Ibid.

CIES Subscale

Dimensions

Relationship Dimension

1. Involvement - measures how active and energetic residents are in the day-to-day functioning of the program, i.e. interacting socially with other residents, doing things on their own initiative, and developing pride and group spirit in the program.
2. Support - measures the extent to which residents are encouraged to be helpful and supportive toward other residents, and how supportive the staff is toward residents.
3. Expressiveness - measures the extent to which the program encourages the open expression of feelings (including angry feelings) by residents and staff.

Treatment Program Dimensions

4. Autonomy - assesses the extent to which residents are encouraged to take initiative in planning activities and to take leadership on the unit.
5. Practical Orientation - assesses the extent to which the resident's environment orients him toward preparing himself for release from the program. Such things as training for new kinds of jobs, looking to the future, and setting and working towards goals are considered.
6. Personal Problem Orientation - measures the extent to which residents are encouraged to be concerned with their feelings and to seek to understand them.

System Maintenance Dimensions

7. Order and Organization - measures how important order and organization is in the program, in terms of the residents (how they look), staff (what they do to encourage order) and the facility itself (how well it is kept).

8. Clarity - measures the extent to which the resident knows what to expect in the day-to-day routine of his program and how explicit the program rules and procedures are.
9. Staff Control - assesses the extent to which the staff use measures to keep residents under necessary control i.e., in the formulation of rules, the scheduling of activities, and in the relationships between the residents and staff.¹

Figure 1 represents the resident's mean standard score for each of the subscales. The resident mean standard subscale scores were: Involvement, 50; Support, 47; Expressiveness, 41; Autonomy, 38; Practical Orientation, 52; Personal Problem Orientation, 46; Order and Organization, 60; Program Clarity, 48, and Staff Control, 57.

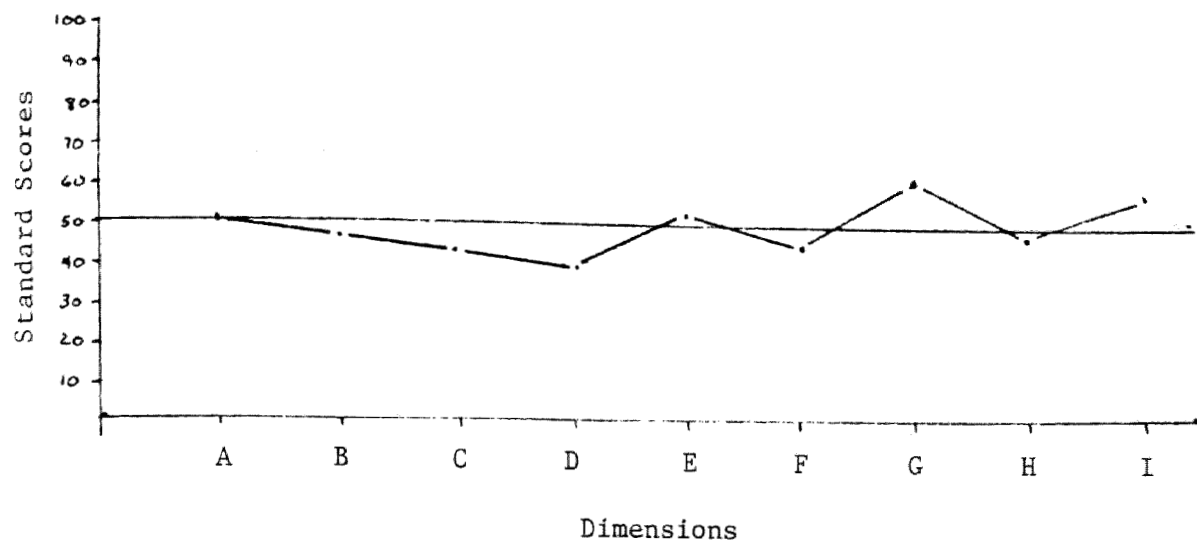
Figure 2 represents the staff's mean standard score for each of the subscales:

The staff's mean standard subscale scores were: Involvement, 56; Support, 79; Expressiveness, 52; Autonomy, 52; Practical Orientation, 73; Personal Problem Orientation, 58; Order and Organization, 67; Program Clarity, 81; and Staff Control, 67.

Figure 3 represents the staff's and the residents' mean standard scores for each of the subscales.

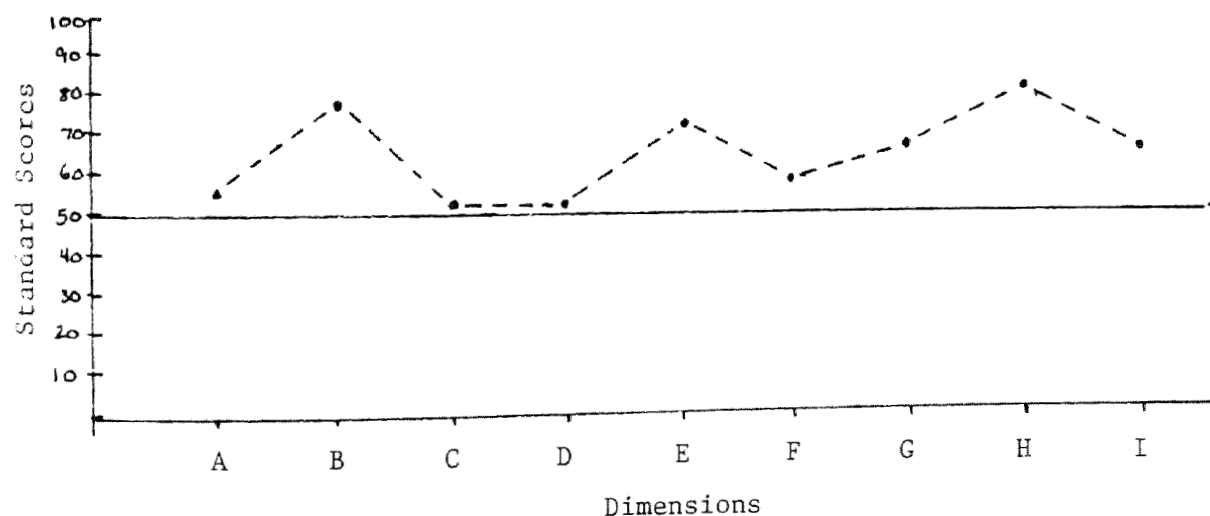
The residents' mean standard scores for the three dimensions were: Relation Dimension, 46; Treatment Program Dimension, 45.33; and System Maintenance Dimension, 55. The

¹Moos, p. 41.



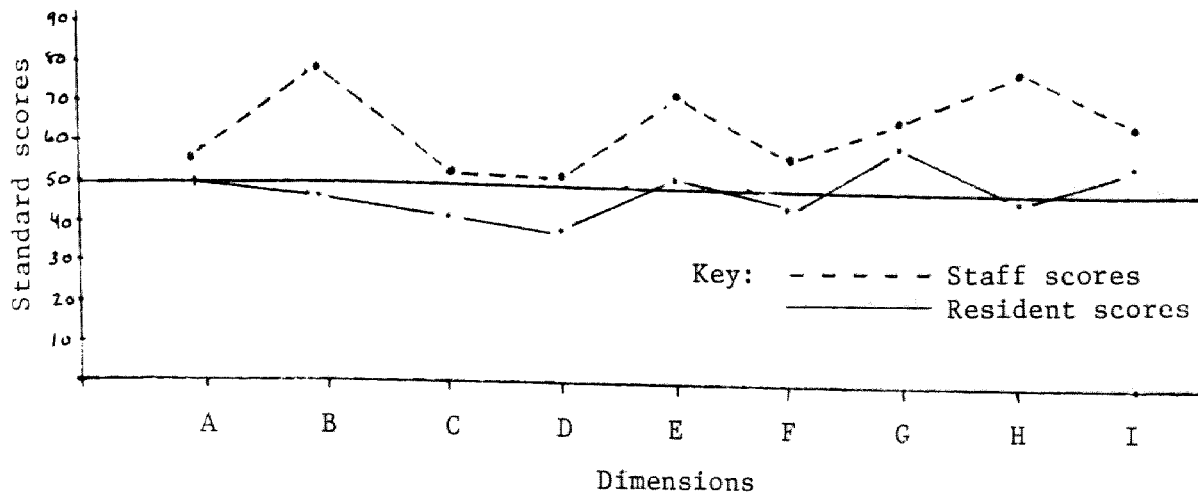
A=Involvement
 B=Support
 C=Expressiveness
 D=Autonomy
 E=Practical Orientation
 F=Personal Problem Orientation
 G=Order and Organization
 H=Program Clarity
 I=Staff Control

Figure 1. Mean Standard Scores for Residents for Each Subscale.



A=Involvement
 B=Support
 C=Expressiveness
 D=Autonomy
 E=Practical Orientation
 F=Personal Problem Orientation
 G=Order and Organization
 H=Program Clarity
 I=Staff Control

Figure 2. Mean Standard Scores for Staff for each Subscale.



A=Involvement

B=Support

C=Expressiveness

D=Autonomy

E=Practical Orientation

F=Personal Problem Orientation

G=Order and Organization

H=Program Clarity

I=Staff Control

Figure 3. Mean Standard Scores for Residents and Staff for Each Subscale.

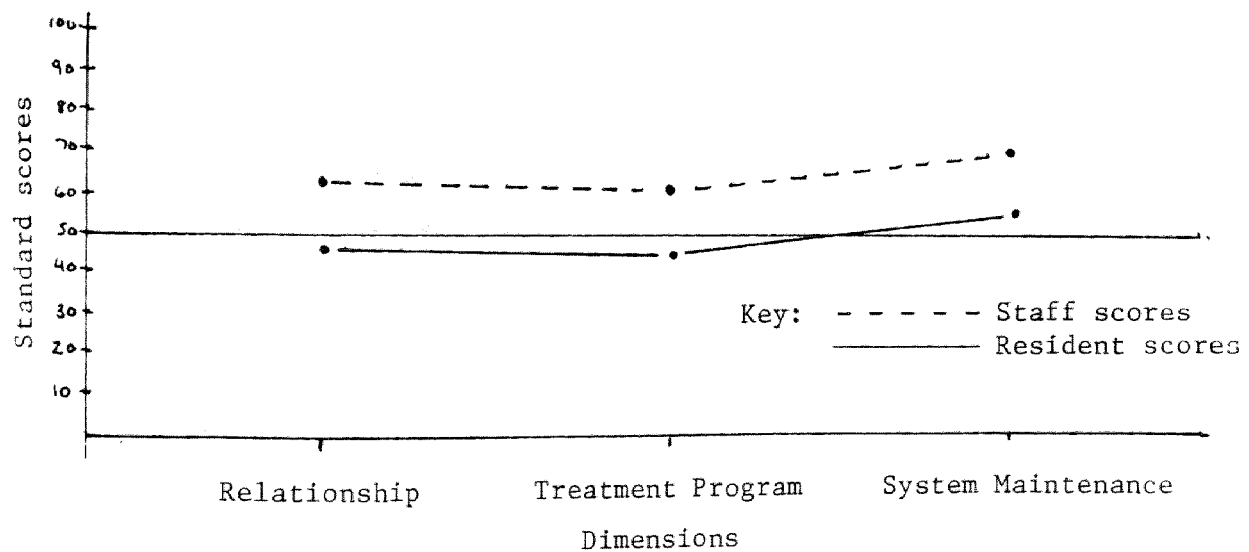


Figure 4. Mean Standard Scores for Residents and Staff for Each Dimension.

staff's standard scores for the three dimensions were: Relationship Dimension, 62.33; Treatment Program Dimension, 61; and System Maintenance Dimension, 71.67.

Figure 4 represents the staff's and residents' mean standard scores for each of the dimensions.

Table 1 represents a comparison between the resident and staff dimensions.

Table 1
Comparison of Dimensions Between Resident and Staff

Dimensions	Staff Standard Score	Resident Standard Score	Rank	Difference
Relationship	62.33	46.00	2	16.33
Treatment	61.00	45.33	3	15.67
System Maintenance	71.67	55.00	1	16.67

Dr. Moos indicated that the "average differences between the perceptions of the residents and staff regarding the social environments of the programs are very large."¹ The congruence between the residents and staff in this study seems to be consistent. The staff members perceived the facility more positively than did the residents.

¹Moos, p. 320.

Both the residents and the staff indicated the program as being System Maintenance in orientation. They were both in agreement in the rank of dimensions and consistent in their score differences between each dimension. While this is impressive when comparing perceptions, Moos states, "residents and staff show no overall agreement whatever on the characteristics of their programs!"¹

As mentioned, both the residents and the staff agreed that the orientation of the program is System Maintenance. This dimension characterizes the program as "related to keeping the correctional unit or institution functioning in an orderly, clear, organized, and coherent manner."² Other traits of the System Maintenance Program are that the "environment is orderly, is clear in its expectations, maintains control, and is responsive to change."³ Another trait common to this dimension is that it is growth-inhibiting.⁴

Over the months of observation, this researcher would agree that the program is System Maintenance oriented, with Relationship and Treatment Program dimensions being ranked a close second and third. It was also quite evident that the

¹Moos, p. 320.

³Ibid., p. 42.

³Ibid., p. 24.

⁴Ibid., p. 339.

program attempted to integrate all the dimensions into the facility's routine.

Demographic Data

The participating female residents were asked to respond to a certain number of demographic questions in order to gain a better understanding of their background. Additional data was also gathered from the resident's official documents and records. The demographic data on the resident participants are discussed in this chapter.

Table 2 indicates that the research participants of the Fort Des Moines Women's Residential Correctional Facility had a mean educational level of 11.74 years. Residents with an earned GED were counted as completing the twelfth level of education.

Table 2
Educational Level of the Female Residents

Mean	Mode	Min/Max	Median	Range	Standard Deviation
11.74	12	8/14	12	7	1.48

Table 3 represents the total time served in the facility by the residents surveyed. At the conclusion of the data-gathering procedure, four of the residents were still incarcerated in the facility and their time was not

included. There was a mean of 135.8 days served, with a range of 144 days.

Table 3
Length of Time Served in the Facility per Respondent

No.	Total Days	Mean	Min/Max	Median	Range	Standard Deviation
15	2,037	135.8	54/197	132	144	37.82

The number of dependents for each resident is described in Table 4. There was a mean of 1.58 dependents for each resident.

Table 4
Number of Dependents per Resident Respondent

Total	Mean	Min/Max	Median	Range	Standard Deviation
30	1.58	0/8	2	9	1.87

Table 5 depicts the racial composition of the participants. The sample was comprised of 89.5 percent white participants and 10.5 percent black participants.

Table 5
Race of the Resident Respondents

White		Black	
Number	Percent	Number	Percent
17	89.5	2	10.5

Table 6 reflects the current marital status of each of the residents. Most of the respondents considered themselves single, 56.6 percent; with the next highest group being divorced, 36.8 percent; and the lowest number being married, 10.5 percent.

Table 6
Marital Status of the Respondents

Single		Married		Divorced	
Number	Percent	Number	Percent	Number	Percent
10	52.6	2	10.5	7	36.8

The mean age of the participants was 27.7 years. As represented in Table 7, the median is twenty-four years, with a range of thirty-seven years.

Table 7
Age of the Participants

No.	Median	Mean	Standard Deviation	Range	Min/Max
19	24	27.7	9.45	37	19/55

The facility was located in the Fifth Judicial District of Iowa. Table 8 lists the county of commitment of the participants.

Table 8
County of Commitment

County	Number	Percent
Polk*	8	42.10
Mahaska	3	15.79
Dallas*	1	5.26
Henry	1	5.26
Keokuk	1	5.26
Pottawattamie	1	5.26
Union*	1	5.26
Washington	1	5.26
Woodbury	1	5.26
Unknown	<u>1</u>	<u>5.26</u>
Total	19	99.97

*The Fifth Judicial District consists of sixteen counties: Adair, Adams, Clarke, Dallas, Decatur, Guthrie, Jasper, Lucas, Madison, Polk, Ringgold, Taylor, Union, Warren and Wayne.

Descriptive Consensus

During the five months of data gathering, this researcher had the opportunity to talk to and observe the residents participating in the everyday mechanics of the facility. An advantage of observing as well as survey taking is that it allowed the researcher to compare the written responses to the everyday workings of the program.

The administrative and counseling staff actively demonstrated concern and dedication for the well-being of the residents. Many hours of hard work and planning filled the staff's day to insure a well organized and beneficial program. This researcher participated in many hours of formal and informal observations of the professionals in action.

An example of how the staff attempted to meet the needs of the residents was with the newly installed computer learning system. The new computer assisted Fair Break program emphasized job skills, coping skills and education. The goal of implementing the program was to provide more followthrough and success with the resident's individual treatment plan.

The new programs seemed to be good instructional aides in the teaching of a wide variety of subjects. After reviewing a lesson on assertion skills, this researcher found it to be an easy-to-use informational tool. Some of the residents found the computer and programs to be somewhat

complicated, but after a few moments with the teacher, they were able to function effectively with the lessons.

In other areas of contact, this researcher observed the treatment staff to be interested in the residents. This was clearly demonstrated in the intake process of new residents. When the new resident arrived, she would be assigned a weekly intake meeting. In this meeting, the rules and regulations of the program were discussed and appointments were made with the vocational, educational and treatment assessment counselors.

The counselor's assessments were used as an aid in the determination of the resident's treatment plan. As a side note, the facility was interested in using the best assessment tools possible. Consequently, half of the new residents were given traditional assessment and the other half were given the Case Management Classification assessment. This interest and active research of the staff is another example of their attempt to provide quality service.

The educational assessment was used to determine the resident's learning level and then an educational treatment plan was developed. The residents were then able to take advantage of all the educational opportunities available. The goals of the resident were matched with the resources of the facility.

The vocational counselor assessed the client's

occupational needs and skills. Many of the residents were socio-economically eligible for the JEPTA and Fairbreak programs. The vocational assessment also determined if the client would benefit from further job skill enhancement.

Once all of the assessments were completed, the treatment and security staff gathered to develop a comprehensive treatment plan. This plan involved a discussion of the client's background and needs. Some of the needs considered were vocational, educational, psychological, physical, spiritual and emotional. Consideration was also given to the security risks and what could be done to minimize potential problems.

In a group "brainstorming" process, the staff considered the best treatment plan for the individual. It could include alcohol/drug rehabilitation, support group involvement, a physical exam, enrollment in the community college or similar human services involvement. The plan was approved by the case counselor and resident involved.

This intake process encompasses a lot of the staff's time. This added time demand could attribute to the resident's perception that the staff was unconcerned. While the staff was able to make contact with the residents, there did not seem to be enough time to engage in an in-depth counseling relationship. The one case counselor for the majority of the female residents had the responsibility of the treatment assessment and as being a representative of

the facility at any legal hearings of the residents.

In summary, this researcher observed the residents expressing a desire to have a Treatment oriented program and realizing they were participating in a System Maintenance program. The residents indicated that they appreciated all of the facility's opportunities, but felt that they needed to discuss and work on their personal problems within the program. Even though they were incarcerated criminals, they expressed the desire to be more autonomous and responsible.

The staff, while attempting to provide many Treatment oriented activities, did not have extensive onsite inter- and intra-personal treatment for the residents. The facility's philosophy seemed to be that if a resident needed counseling, an outside agency would be referred, as would most other services. The facility was a resource coordinator.

The services and programs provided were more educational and learning in nature. The rationale being, if you could teach them how to function as a responsible working adult, then their criminal desires would diminish. The priorities of the program were employment, education, and social skill development.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

When discussing the findings, conclusions, and recommendations disclosed in this chapter, certain limitations should be considered. Those respondents identified for this study were limited to residents at the Fort Des Moines Women's Correctional Facility who volunteered to participate and thus may not be an accurate representation of the entire population at the institution. All of the respondents had been residents of the facility for at least thirty (30) days, but the individual length of time varied for each respondent.

The inferences derived from this study are not meant to be transferable to other settings.

Summary

Purpose

The general purpose of this research was to obtain a better understanding of the perceptions of the participants as well as to form a descriptive consensus of that facility. A second purpose, after identifying those perceptions, was to explore if, in fact, they were being put into effect. The study was a means of understanding the

residents' feelings regarding the staff and the program while allowing the residents to have the opportunity to communicate their feelings about the program.

Three methods of data collecting were used. First, data was collected through participant observations in which the interaction of the residents and facility were noted. Second, the Battelle Questionnaire and the Correctional Institutions Environment Scale (CIES) were used. The last method involved using the official records to form a data base, and thus a demographic description of the residents.

Both the female residents and their staff participated in the study. The residents at the Fort Des Moines Correctional Facility who completed the required thirty days of program involvement were asked to help provide information about halfway house/work release centers.

After gathering the information, it was then analyzed and reviewed. The Battelle and the CIES were treated statistically. The other research processes were analyzed through Naturalistic Research techniques and integrated throughout this paper.

Conclusions

Based on the information, observations, and data that was collected, the following conclusions were made:

The results of the Battelle questionnaire indicated that most of the resident respondents expressed varied feelings about the program. Initially, the option of being

placed in the facility as opposed to prison appealed to the residents. However, after actually participating in the program for a period of time, many of the respondents felt that the drawbacks of the program outweighed the benefits. Even with these feelings of ambiguity, the overall rating of the facility and program was still "acceptable".

One area of disapproval concerned the feelings of the residents. The women described themselves as having the need and desire to have some sort of treatment. There was a feeling that their anticipated assistance in personal areas was not being met. It was their impression that the emphasis would be on improvement through personal introspection rather than through stabilizing the environment and providing employment, thus causing the residents to disapprove of the program.

The perceptions of the program by the residents and staff were tested by the Correctional Institutions Environment Scales (CIES). The residents' mean standard subscale scores were: Involvement, 50; Support, 47; Expressiveness, 41; Autonomy, 38; Practical Orientation, 52; Personal Problem Orientation, 46; Order and Organization, 60; Program Clarity, 48; and Staff Control, 57.

The staff's mean standard subscale scores were: Involvement, 56; Support, 79; Expressiveness, 62; Autonomy, 52; Practical Orientation, 73; Personal Problem Orientation, 58; Order and Organization, 67; Program Clarity, 81; and

Staff Control, 67.

The residents' mean standard scores for the three dimensions were: Relationship Dimension, 46; Treatment Program Dimension, 45.33; and System Maintenance Dimension, 55. The staff's standard scores for the three dimensions were: Relationship Dimension, 62.33; Treatment Program Dimension, 61; and System Maintenance Dimension, 71.67.

The residents and staff perceived the program as being System Maintenance in orientation. This meant that the emphasis was on the organization and functioning of the unit. System Maintenance orientation was characterized as being orderly, organized, controlling, and is responsive to change.

There was some consistency between the scoring of the residents and those of the staff. While both groups basically had the same perceptions of the orientation of the facility, the staff tended to view it in a more positive manner and consequently to score higher on the subscales and dimensions that did the residents.

Demographic data was provided by the questionnaires and through the official records. From this, basic information was derived. Respondents had a mean age of 27.7 years. They averaged 11.74 years of education and had an average of 1.58 children with a range of nine dependents. Of the participants, 89.5 percent were white and the other 10.5 percent were black. Of these respondents, 56.6 percent

considered themselves single, 36.8 percent divorced, and 10.5 percent married. Most of the respondents, 42.10 percent, were from Polk County and the average length of stay at the time of the study was 135.8 days. As this study was not meant to be used as a comparison with these respondents versus the residents in general, no data was collected to test the consistency of these means and those of the entire female population at the facility.

By using Naturalistic Research techniques, it was possible to observe the residents and staff over an extended period of time. This process was used as a method of comparison and verification of the responses from the survey. It also provided the opportunity to gain better insight and understanding of the entire facility.

The added dimension of observation validated the reported findings. While the staff did not attempt to provide many treatment-oriented activities, there was not the extensive inter- or intra-personal treatment available at the facility for the residents. The emphasis was based more on service delivery, such as providing programs or education on desired topics than on the intrapersonal treatment. Learning new behavior was stressed over providing intensive psychological treatment.

Recommendations

As the result of this study, the following recommendations are suggested for further investigation:

1. Similar research should be conducted at the same facility during a period of time when staff lay-offs are not prevalent. Due to a shortage of funds in the budget, every staff member was required to take a two week lay-off.

2. Research of a similar nature should be conducted at Fort Des Moines Female Residential Correctional Facility and a comparison done of the impact of the computer-assisted program (Fairbreak) to its implementation.

3. Investigation of other women's correctional halfway house/work release centers should be conducted so that the findings of this study could be generalized.

4. A study should be initiated to determine what impact, if any, the client/counselor ratio has to the perceptions of the residents' responses on the Battelle questionnaire and the CIES.

5. Further research should investigate whether the thirty day waiting period had an influence on the resident's perception of the facility. It should be determined if there is a correlation between the length of time served in the facility and the perceptions of the resident.

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APPENDIX A

BATTELLE QUESTIONNAIRE

I. HOW YOU GOT WHERE YOU ARE

After a person is convicted of a crime, the judge must decide what will be done with that person. A variety of dispositions are often possible such as: fine, jail, deferred sentence, work release, probation, suspended sentence, restitution, etc. This first section is about how the decision to put you into a program was made and what your reaction to this decision was.

A. Had you heard anything about this program before your court hearing?

1. No
2. Yes

B. Before your court hearing were you aware of the possibility of your being involved in this program?

1. No
2. Yes

C. Through what process were you assigned to this program?

1. I or my lawyer requested it of the judge
2. The pre-sentence report suggested it
3. The judge and I discussed it and agreed on it
4. The judge decided to send me there without asking me
5. Social worker arranged it
6. Other (explain) _____

7. I don't know what the process was.

D. In your opinion, was this the most reasonable means of assigning you to the program?

1. No If No, Please explain: _____
2. Yes

E. Did you feel the decision was fair and just?

1. No
2. Yes

F. Did you feel you had any influence in the decision that was made?

1. None whatsoever
2. A little bit
3. Quite a bit
4. Mostly my decision
5. Completely my decision

G. What was your reaction to this decision?

1. Completely against it
2. Somewhat against it
3. Didn't care one way or another
4. Somewhat for it
5. Completely for it

H. In view of your situation, do you think there could have been a better disposition of your case? What would this have been?

1. There couldn't have been a better disposition
 2. A better disposition would have been _____
-

II. YOUR FEELINGS ABOUT THE TREATMENT
STAFF AND PROGRAM

This second section covers your feelings about the program and program staff after having been involved in it.

A. In general how do you feel about having participated in this program?

1. It couldn't have been worse
2. It was mostly bad
3. It was acceptable
4. It was fairly good
5. It was very good

B. Would you indicate how you evaluated the following items?

	Very Bad	Bad	Neutral	Good	Very Good
The degree to which my personal needs were met	1	2	3	4	5
The way the place looked	1	2	3	4	5
Ability to get to and from program location	1	2	3	4	5
Program delivery of things and services promised	1	2	3	4	5
Communication between me and staff	1	2	3	4	5
The length of time I was in the program	1	2	3	4	5
The way my case was handled	1	2	3	4	5
The time I had to wait before I could see staff	1	2	3	4	5
The time it took for staff to work on my programs after seeing me	1	2	3	4	5
The way the program fit in with my life	1	2	3	4	5

	Very Bad	Bad	Neutral	Good	Very Good
The enthusiasm of the staff for their work	1	2	3	4	5
The counseling services	1	2	3	4	5
Other services and activities	1	2	3	4	5

C. This section covers your feelings as a part of the program. To what extent do you agree with the following statements?

	Strongly Disagree		Neutral		Strongly Agree
The staff gave me as much time as was needed to discuss my problems	1	2	3	4	5
The staff was interested in me as an individual	1	2	3	4	5
The staff doesn't know enough about my kind of life to help me very much	1	2	3	4	5
The staff helped me sort out my real problems	1	2	3	4	5
The staff really went to bat for me	1	2	3	4	5
The problems the staff wanted to deal with weren't my real problems	1	2	3	4	5
I couldn't trust the staff with some kinds of information about myself	1	2	3	4	5
I could talk freely with the staff about anything	1	2	3	4	5
The staff was always available to me when I needed them	1	2	3	4	5

	Strongly Disagree		Neutral	Strongly Agree	
I didn't have any trouble getting along with all members of the staff	1	2	3	4	5
I liked everybody on the staff	1	2	3	4	5
I only felt comfortable with certain members of the staff	1	2	3	4	5
I doubt that I will ever change enough to stay out of trouble	1	2	3	4	5
I am a hard criminal and won't ever change	1	2	3	4	5
I'm as normal as everyone else	1	2	3	4	5
I think I will always be in trouble	1	2	3	4	5
Deep down, I'm no different from everyone else	1	2	3	4	5
There's not much difference between myself and most free people	1	2	3	4	5
I believe I have a great ability for improving	1	2	3	4	5
I think I have a great ability to change	1	2	3	4	5
I can't see much difference between myself and most other people I know	1	2	3	4	5
I've done wrong, but I'm still a regular gal	1	2	3	4	5
I'm just another criminal	1	2	3	4	5
I'm just plain bad, and won't ever change	1	2	3	4	5

	Strongly Disagree		Neutral	Strongly Agree
I have good chances of changing for the better	1	2	3	4 5

D. How able was the staff to help you with your problems?

1	2	3	4	5	6
Not Able		Somewhat Able			Completely Able

E. When you had contact with the staff were they (circle those that apply)

	Not at All	Slightly	Some What	Quite a Bit	To a very great extent
Friendly	1	2	3	4	5
Uninterested	1	2	3	4	5
Helpful	1	2	3	4	5
Formal	1	2	3	4	5
Knowledgeable	1	2	3	4	5
Red-tape minded	1	2	3	4	5
Sharp, shrewd	1	2	3	4	5
Meddlesome	1	2	3	4	5
Aware.	1	2	3	4	5
Rule-bound	1	2	3	4	5
Concerned about you.	1	2	3	4	5
Unwilling to help.	1	2	3	4	5
Full of useful ideals.	1	2	3	4	5
Unable to help	1	2	3	4	5

	Not at All	Slightly	Some What	Quite a Bit	To a very great extent
Understanding	1	2	3	4	5
Bossy	1	2	3	4	5
Sympathetic	1	2	3	4	5
Acts "Better than you"	1	2	3	4	5
Trusting	1	2	3	4	5
Aggressive	1	2	3	4	5

III. YOUR NEEDS AND THE BENEFITS AND
DRAWBACKS OF BEING IN THE PROGRAM

Each person as he goes through life tries to satisfy a variety of personal needs. This section is concerned with what those needs are and the way being in the program affected those needs.

- A. At the time you first came on the program what were your most important needs (describe)

- B. Below are some needs mentioned by others. Please indicate which if any were important in your case.

	Not Important	Somewhat Important	Very Important
Friends and friendship	1	2	3
Self respect	1	2	3
Better clothes	1	2	3
Better car	1	2	3
The opposite sex	1	2	3
Someone to talk to about my problems	1	2	3
A place or a better place to live	1	2	3
Better recreation	1	2	3
Support for family	1	2	3
A job or a better job	1	2	3
Money	1	2	3

- C. Programs tend to concentrate on certain things and ignore others. What sorts of needs does this program seem to be set up to meet.

- D. While on the program probably some of your needs were met while others were not. Please describe below the most important needs in each category.

Needs that were met: _____

Needs that were not met : _____

- E. Sometimes an experience will really change the way a person thinks. Did your experiences in this program change the way you think about your needs?

1	2	3	4	5
No				A great
Change	Slight	Some	Considerable	deal of
				Change

- F. Regarding the benefits of the program compared to the drawbacks, I feel there are:

1. More drawbacks than benefits
2. About even
3. More benefits than drawbacks

In my view the drawbacks are (explain): _____

In my view the benefits are (explain): _____

- G. Regarding help from any other agencies or programs:

1. No. I haven't received any
2. Yes. I have had help from other agencies.

If yes, what agency or programs are helping you?
(explain) _____

H. Below are some drawbacks and benefits mentioned by others. Please indicate which, if any, were important in your case.

	<u>Not True</u>	<u>True</u>
I had to give up too much freedom	1	2
I feel better about myself	1	2
I was treated in an undignified way	1	2
I'm able to think constructively about problems	1	2
I wasn't allowed to solve my problems in my own way	1	2
I had to stay in the program too long	1	2
I was able to remain in the community	1	2
I lost money because I was in the program	1	2
I was able to work on a solution to problems	1	2
Got help on solving my problems	1	2
My social reputation suffered	1	2
I was able to maintain family ties	1	2
I was able to keep or get a job	1	2
I wasn't given responsibility for handling my own affairs	1	2
I learned how to avoid similar problems in the future	1	2

- I. Think about the best program you have heard about or can imagine, where everything works out the way you would like it to, this would fall on 7 on the scale below. Now think about the worst program you have heard about or can imagine, a program where nothing works out the way you would like it to, this would fall at 1 on the scale below. On the rating scale below, show where your treatment program would fall.

Worst

Best

1 2 3 4 5 6 7

IV. YOUR PERSONAL BACKGROUND

I appreciate your participation and time in this study. In order to group the responses of you and a number of others into statistical summaries and make some meaningful interpretations, I need one final set of answers to some factual questions about yourself. The information is used only for research purposes. None of your responses will in any way be used as means of identifying you but only to characterize the different groups of persons participating. Again, I wish to remind you -

PLEASE DO NOT PUT YOUR NAME ON ANY OF THESE PAGES.

- A. What is your current age? _____
- B. Ethnic Background
1. Asian
 2. Black
 3. Chicano
 4. Indian
 5. White
 6. Other: _____
- C. What is your current marital status?
1. Never married
 2. Separated
 3. Married
 4. Other: _____
- D. Number of dependent children _____
- E. Circle the highest grade you have completed in school
- | | | | |
|-----------------|-------------|-----------------|---------|
| Elementary | High School | Vocational | College |
| 1 2 3 4 5 6 7 8 | 1 2 3 4 | 1 2 3 4 5 6 7 8 | 1 2 3 4 |
- F. For what charge were you convicted? _____
- G. What was the sentence imposed on you by the judge? _____
- H. How long have you been in this program? _____

V. FURTHER COMMENTS

I would welcome any comments, criticisms, or ideas you have regarding the treatment you have recently experienced. Such comments often reveal deficiencies or major insights as to how a program is running. I also solicit your comments on this questionnaire. Please use the back page of this questionnaire. Thank you for your time and consideration.

APPENDIX B

CONSENT TO ACT AS A RESEARCH PARTICIPANT

CONSENT TO ACT AS A RESEARCH PARTICIPANT

I hereby agree to allow Norman J. Pollard to perform the following assessments on me for research purposes:

1. Battelle Questionnaire
2. Personal Interviews
3. Observation of Behaviors
4. Correctional Institutions Environment Scale

The assessments will take no longer than an average of 60 minutes each to complete. The observation of behaviors will be continuous and require no special involvement of the resident.

The purpose of the assessments are to gather data on women residents at the Fort Des Moines Women's Residential Correctional Facility.

I understand that my participation in this study is entirely voluntary and that I may decline to enter this study or may withdraw from it at any time without jeopardy to my further treatment.

I further understand that my name will not be used in the reporting of the findings of the research.

This information was explained to me by Norman J. Pollard. I understand that he will answer any questions I may have concerning this experiment or the procedures of the experiment at any time.

I further allow the researcher access to my treatment records with the knowledge the contained information will remain confidential.

_____ Researcher Name	_____ Date	_____ Participant Name	_____ Date
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COVER LETTER

Dear Resident,

I'm asking you to take a few moments and help me with my research of halfway house/work release centers. I am attempting to understand how this program assists the people in it. Many times programs are having an impact without really understanding the process. In this research, information about the Fort Des Moines Women's Residential Facility will be collected. This is an opportunity for you to express your opinions about the treatment you receive.

Your answers will be kept confidential and anonymous. Please do not write your name on the questionnaire. So an accurate description of the program might be formulated, please take your time and answer the questions as thoroughly and honestly as possible. Your answers will not effect your situation or status here. Your replies will be returned directly to me and will not be seen by anyone except by the researchers involved in this study.

I sincerely appreciate your help in supplying this information. There are no right or wrong answers. Following are a few instructions for marking your answers:

1. Questions which have several choices have a number in front of each. Please circle the number in front of the choice which best represents your answer.
2. Some questions will ask you to show the degree of your opinion by selecting a number on a scale. To answer, please circle the number on the scale that is closest to your degree of opinion.
3. Some questions will ask for an answer in your own words. Please make these as clear as possible.

Sincerely

Norm Pollard

A NOTE OF SPECIAL THANKS TO THE BATTELLE RESEARCH CENTER FOR THEIR PERMISSION TO USE THIS QUESTIONNAIRE IN MY RESEARCH.

APPENDIX D

INTERVIEW QUESTIONS FOR AREA PROFESSIONALS

1. How would they describe work release?
2. Do they see work release as being successful in achieving their goals?
3. Have they seen any difference between the female resident and the male resident on work release? In terms of:
 - a) needs
 - b) outcome of services
 - c) special issues or problems
4. Have they found that the female resident appreciate the opportunity they have in being on work release?
5. Do they notice a difference between the resident's perception of the purpose of work release and that of the facility?
6. Any comments regarding Co-Ed corrections?
7. What aspects of women's work release are in need of improvement?
8. What is the strongest aspect of the women's work release program?
9. What do they see as the future of community corrections?
10. Are there areas that they would like to comment on, that have not been mentioned?